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А 64 **Английский** язык : пособие для реализации содержания образовательных программ высшего образования II ступени и переподготовки руководящих работников и специалистов / авт.-сост. Т. А. Дубовцова. – Гомель : учреждение образования «Белорусский торгово-экономический университет потребительской кооперации», 2020. – 100 с.

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Издание является коммуникативно-ориентированным, способствует развитию умений и навыков во всех видах речевой деятельности, содержит оригинальные неадаптированные тексты экономической тематики, интерактивные упражнения для развития навыков устной речи, упражнения для развития письменной речи и творческие задания.

Пособие предназначено для студентов экономических специальностей, осваивающих содержание образовательных программ II ступени, готовящихся к сдаче кандидатского экзамена, и слушателей программы переподготовки руководящих работников и специалистов. Также может быть использовано и для самостоятельного совершенствования навыков чтения научной литературы по специальности и углубления знаний в области современного делового английского языка.

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Расширение международных связей актуализирует проблему подготовки специалистов в системе профессионального экономического образования. Особенно важным является подготовка квалифицированных специалистов со знанием делового английского языка.

В основу построения пособия положен принцип интегративного обучения английскому языку, предполагающий комплексную организацию учебного материала для взаимосвязанного обучения видам речевой деятельности.

Цель пособия – обучение магистрантов устному и письменному общению на английском языке с учетом перспектив использования иностранного языка как в профессиональной деятельности, так и в непосредственном общении с носителями языка.

Главный упор в текстах делается на учебную работу над речевыми образцами, на расширение словарного запаса, анализ лексических единиц (выявление многозначности, подбор синонимов, антонимов, производных) в целях развития навыков устной и письменной речи.

Пособие способствует развитию навыков чтения, понимания и перевода экономической литературы, усвоению лексического и грамматического материала для последующего использования в научной и профессиональной коммуникации, отвечает основным дидактическим и методическим принципам обучения иностранному языку, готовит магистрантов к сдаче кандидатского экзамена по английскому языку.

Данное пособие рекомендуется использовать при изучении студентами II ступени следующих дисциплин: «Иностранный язык», «Иностранный язык (профессиональная деятельность)», «Деловая корреспонденция, оформление внешнеторговых контрактов (на иностранном языке)» и др.

Unit 1
НАУЧНЫЙ СТИЛЬ. НАУЧНАЯ СТАТЬЯ

Сфера общественной деятельности, в которой функционирует научный стиль, – это наука. Ведущее положение в научном стиле занимает монологическая речь. Этот функциональный стиль обладает разнообразием речевых жанров. Основными являются: научная монография и научная статья, диссертационные работы, научно-учебная проза (учебники, учебные и методические пособия и т. п.), научно-технические произведения (инструкции, правила техники безопасности и проч.), аннотации, рефераты, научные доклады, лекции, научные дискуссии, а также жанры научно-популярной литературы. Научный стиль представлен несколькими подстилями: собственно научным, научно-учебным, научно-техническим и научно-популярным.

Scientific Article

Одним из важнейших жанров научного стиля является *научная статья,* которая может передавать разнообразную по своему характеру и назначению информацию и наиболее часто используется как основной источник научно-технической информации.

Научные статьи представлены несколькими разновидностями: краткое сообщение о результатах научно-исследовательской и опытно-конструкторской работ; собственно научная или научно-техническая статья, в которой достаточно подробно излагаются результаты работы; передовая статья; историко-научная обзорная статья; дискуссионная (полемическая) статья; научно-публицистическая статья; рекламная статья. Каждая из разновидностей статьи отличается собственным содержанием.

Научная статья как произведение исследовательского характера относится к первичным жанрам научного стиля и пишется обычно специалистом для специалистов. Студенческие научные исследования предполагают написание статей по итогам конференций для молодых ученых и по результатам курсовых и итоговых выпускных квалификационных работ. Содержание научной статьи может быть широким или узким по охвату исследуемого материала, т. е. предполагает изложение ряда проблем научного исследования или освещает отдельный конкретный вопрос. Материалом статьи являются как теоретико-методические аспекты, так и практические вопросы изучения данного явления.

Научная статья предназначена для публикации в сборниках и журналах и представляется в редакцию в завершенном виде в соответствии с требованиями, которые обычно сообщаются авторам. В зависимости от издательства они могут варьироваться. Рукопись статьи должна содержать полное название работы, фамилию и инициалы автора, аннотации на двух языках (русском и английском), список использованной литературы. Оптимальный объем научной статьи составляет 6–12 страниц (0,5–0,7 печатной страницы).

Существуют некоторые общие положения, касающиеся композиции статьи как научного сочинения-рассуждения. Ее структурные элементы таковы: 1) аннотация; 2) введение; 3) основная часть; 4) заключение (или выводы); 5) список литературы.

Во введении кратко и точно определяются темы научного произведения и методы исследования, обосновывается актуальность, формулируются цели и задачи работы. Главная идея статьи выражается в формулировке цели работы, которая должна показать существенное отличие данного исследования от уже имеющихся представлений о проблеме, дополнить и углубить его. Как правило, цель работы следует из поставленной научной проблемы и обзора основных публикаций по теме. В зависимости от объема статьи и ее содержания элементы введения могут варьироваться.

Основная часть статьи, самая объемная в работе, является главным элементом произведения данного научного жанра. Ценность работы зависит от умения автора четко и ясно изложить результаты научного исследования, показать владение методикой исследования, умения выделять и анализировать фактический материал, создавая, таким образом, собственное исследование. Однако не стоит перегружать статью материалом, подтверждающим однотипные факты: примеры должны быть уместными и достаточными для обоснования результатов исследования. Каждое новое научное положение необходимо выделять как новый абзац.

В заключении обычно формулируется основной вывод автора статьи, рекомендации теоретического и практического использования результатов исследования, перспективы разработки темы. В небольшой по объему статье заключение может иметь форму краткого резюме.

Words and word combinations:

1) We must apply… to finding a solution – Мы должны применить…, чтобы решить эту задачу;

2) Comparative (experimental) method of investigation – Сравнительный (экспериментальный) метод исследования;

3) His method is to compare different versions – Его метод состоит в сопоставлении разных вариантов;

4) There are several methods of doing this – Существует несколько способов сделать это;

5) A method that is attended by some risk – Метод, связанный с некоторым риском;

6) Convenient method – Подходящий метод;

7) To approximate to a solution of the problem – Подходить к решению задач;

8) To use… approach (to) – Использовать … подход;

9) Interdisciplinary approach – Междисциплинарный подход;

10) We began the work by collecting material – Мы начали работу со сбора материала;

11) We have two problems before us – Перед нами две задачи;

12) Data for study – Материал исследования;

13) Laboratory data – Данные лабораторных исследований;

14) Adequacy of data – Достоверность данных;

15) Acceptance of a theory – Согласие с какой-либо теорией;

16) Application of a theory in actual practice – Применение теории в практической деятельности;

17) The backbone of a theory – Основа теории;

18) To bask up a theory with facts – Подкрепить теорию фактами;

19) To construct a theory – Создать теорию (see construct II);

20) The results of the experiment contradicted this theory / agreed with the theory – Результаты опыта шли в разрез с этой теорией/ согласовывались с теорией.

Что следует помнить при подготовке академического текста на английском языке

Академическое исследование на английском языке имеет четкую структуру, которой необходимо следовать в любой научной работе:

- Introduction (введение);
- Literature review (обзор литературы);
- Main body (основная часть), включающая:

– Methods (методы исследования);

– Results (полученные результаты);

- Discussion (обсуждение: где можно применить результаты исследования);
- Conclusion (заключение);
- Appendix (приложения);
- References (список литературы).

Find out main parts in the article from your scientific sphere

Вводные слова:
1. According to… – Согласно…
2. However, … – Все-таки…
3. In addition, … – К тому же…
4. Furthermore, … – Более того…
5. In this study… – В этом исследовании…
6. In conclusion… – В заключении…
7. Although… – Хотя…
8. First… Firstly… First of all… – Во-первых, …
9. Secondly, … – Во-вторых, …
10. Finally, … – Наконец, …
11. Moreover… – Более того, …
12. To sum up… – Подводя итоги…
13. In conclusion… – В заключение…
14. Thus… Therefore… – Таким образом, …

Наиболее употребительные клише в английской научной статье
(кроме них могут быть использованы клише для аннотирования текста)

Introduction (введение):

- Recently, there has been growing interest in X… – В последнее время наблюдался устойчивый интерес к…
- Few attempts have been made to… – Было сделано несколько попыток, чтобы (для)…
- However, these studies have not addressed the issue of… – Тем не менее, эти исследования не затрагивали вопрос…
- The aim (the purpose) of this study (research) is to… – Цель данного исследования …
- This research seeks to address the following questions: (The main questions addressed in this paper are …) – Данное исследование затрагивает следующие вопросы: …
- This article is divided into four main sections. – Статья делится на 4 основные части.
- This paper argues that… – В этой статье утверждается, что…
- Chapter (part) 2 reviews existing literature in the field… – Во второй главе (части) дан обзор существующей литературы в области…
- Chapter 3 describes the research design. – Глава 3 описывает структуру исследования.
- This paper begins by… – Статья начинается с…

Literature review (обзор литературы):

• (…) has been extensively studied in the last decade. – Проблема (…) детально / глубоко изучается в последние годы.

• Over the past three decades, (…) has been studies using various methods. – В последние десятилетия (букв. 30 лет) эту проблему изучали с использованием различных методов.

• Researchers have identified… – Исследования определили…

• A recent survey has shown that… – Последнее исследование показало, что…

• According to the author, … – Согласно…

• It is important to note that… – Важно отметить, что…

Discussion (результаты и их применение):

• The present study investigates… – В исследовании изучается...

• This study has shown that… – Исследование показало, что…

• The main finding of this thesis is that… – Основной результат данной работы (диссертации) в том, что…

• This study demonstrates that… – Исследование показывает, что…

• These results describe for the first time… – Эти результаты впервые описывают…

• Although this study was conducted in one region, the results should be generalizable to other areas. – Хотя это исследование проводилось в одной области, результаты могут быть использованы и для других сфер.

• The results are of direct practical relevance. – Результаты имеют практическую значимость.

• Several questions remain to be resolved; in particular … – Некоторые вопросы остаются нерешенными, в частности, …

• More research in this area is necessary… – Необходимы дополнительные исследования в этой сфере, прежде чем…

Unit 2
РЕФЕРИРОВАНИЕ И АННОТИРОВАНИЕ

В практической деятельности специалистов часто возникает необходимость ознакомления с обширными по объему иностранными материалами, перевод которых занимает много времени. В этом случае прибегают к краткому изложению содержания этих материалов – составлению реферата (summary). Реферат, как экономное средство ознакомления с материалом, отражает его содержание с достаточной полнотой. Реферат не только раскрывает важные стороны содержа-

ния, но и показывает читателю, имеет ли для него смысл полностью или частично проштудировать данный источник информации в оригинале.

Составление рефератов представляет собой процесс аналитико-синтетической переработки первичного документа, при котором во вторичном документе – реферате – излагается основное содержание первичного документа, приводятся данные о характере работы, методике и результатах исследования, а также месте и времени исследования. Объектом реферирования является преимущественно научная, техническая и производственная литература. На остальные виды публикаций, как правило, составляются только аннотации и библиографические описания.

Различие между аннотацией и рефератом определяется их назначением. Аннотация предназначена только для информации о существовании первичного документа определенного содержания и характера, а реферат служит для изложения основного содержания первичного документа.

Реферат как презентативный жанр. Принципы и приемы реферирования

Реферат – самостоятельный научный презентативный жанр, отличный от конспекта в структурном, содержательном и целевом отношении. Реферат – это сжатое изложение материалов другой работы. Он предназначен для обобщения и оценки научных достижений, представленных в первичном тексте, с одновременным выделением из всего массива реферируемой информации наиболее значимых в том или ином отношении частей.

Толково-энциклопедический словарь дает следующее определение: «Реферат (от лат. *refero* – сообщаю) – краткое изложение в письменном виде или в форме публичного доклада содержания научного труда (трудов), литературы по теме» Название «реферат» /precis/ происходит от латинского refferre – сообщать, докладывать и означает: 1) публичный доклад; 2) изложение сущности какого-либо вопроса.

Реферат – это краткое изложение содержания первоисточника с основными фактическими сведениями и выводами на языке оригинала или родном языке.

Несмотря на то, что реферат относится ко вторичным презентативным жанрам и поэтому принципиально ориентирован на использование чужого мнения и слова, его написание тем не менее представляет собой процесс научного творчества, требующий глубокого

осмысления и качественной интерпретации чужих научных достижений. Поэтому в текст любого реферата органически встраиваются части, содержащие авторские комментарии к излагаемому. В этом и состоит принципиальное отличие реферирования от конспектирования.

Реферирование является сложным и требующим серьезных творческих навыков видом научной деятельности.

Это творческий процесс, в результате которого аналитико-синтетическим способом осмысливается первичный текст и создается новый вторичный текст. Реферат содержит как основную информацию первоисточника, так и новые сведения об излагаемом явлении. Написание рефератов – сложный вид самостоятельной научной работы студентов. Реферирование учит молодого исследователя вдумчиво работать с научной литературой, ориентироваться в ней и выбирать соответствующую теме информацию. Рефераты могут стать теоретической частью курсовой, бакалаврской и магистерской работ.

В реферировании воплощаются описательные и отчасти описательно-исследовательские научные стратегии. Особая ценность реферирования состоит в том, что этот вид научной деятельности служит основой не только для собственно реферата, но и для многих других жанров. Так, принципы реферирования используются при написании обзоров, теоретических частей курсовых и дипломных работ, предисловий и послесловий, тезисов, вступительных статей, введений и заключений, тестов лекций, различных жанров учебной литературы – учебников, учебных пособий, методических указаний и некоторых других.

Реферирование основывается на следующих принципах:

- принцип расчлененности (реферированию подлежат не все мысли источника, а только те из них, которые имеют особое значение для раскрытия избранной темы);
- принцип целостности (при реферировании отдельные элементы источника представляются не как автономные, а только в связи друг с другом);
- принцип пересечения (одновременное изложение близких мнений, представленных в разных источниках; близкие мысли дистантно не располагаются);
- принцип дискуссионности (если объектом реферирования является спорное научное положение, то его следует представлять одновременно с представлением противоположных мнений);
- принцип преемственности (соотнесение реферируемого материала хотя бы с одним из источников, содержательно предшествующих данному);

• принцип диалогичности (установление взаимодействия с другими научными отраслями, направлениями, школами);

• принцип критичности (автор реферата ни в какой мере не обязан следовать мнению автора источника);

• принцип включения (оценка места, занимаемого реферируемым материалом, в контексте других научных достижений в этой области);

• принцип коммуникативной симметрии (все реферируемые части одного источника или части разных источников реферирования сжимаются в одинаковых пропорциях и представляются с примерно одинаковой степенью подробности);

• принцип сохранения наглядности (для иллюстрации теории, представленной в источнике, следует использовать примеры источника, а не собственные).

Рефераты, равно как и конспекты, различаются как в структурном, так и в содержательном отношении и могут быть типологизированы.

Виды рефератов

Различают два вида рефератов: информативный, или реферат-конспект, и индикативный, или реферат-резюме.

Информативный реферат содержит в обобщенном виде все положения реферируемой публикации. В нем указывается предмет исследования и цель работы, сведения о методике исследования, использовании оборудования, основные результаты и выводы, а также отмеченные автором возможности и сфера применения полученных данных. Здесь могут быть даны также основные характеристики новых технологических процессов, технических изделий и т. п. В информативном реферате сохраняется последовательность мыслей оригинала.

Индикативный реферат содержит не все, а лишь основные положения, которые тесно связаны с темой реферируемой публикации. Все второстепенные для данной темы детали опускаются, при этом допускается изменение порядка следования материала по сравнению с оригиналом.

На практике применяются также смешанные рефераты, сочетающие элементы информативного и индивидуального рефератов.

В зависимости от особенностей содержания различают рефераты монотематические (посвященные описанию одной научной проблемы) и политематические, носящие комплексный характер и освещающие сразу несколько научных проблем, идей, гипотез. Целью такого комплексного реферата может быть, например, представ-

ление деятельности той или иной научной школы, и в этом случае источниками реферирования будут научные труды разных представителей этой школы.

По целеустановке различают рефераты информационные, вводные и обобщающие.

В задачу ***информационного*** реферирования входит собственно *передача научного знания*. Такое реферирование составляет основу лекций и жанров учебной литературы.

Вводные рефераты предназначены для того, чтобы *поставить научную проблему*. Основу содержания таких рефератов обычно составляют источники, в которых так или иначе затронуты одни и те же смежные научные проблемы, не нашедшие еще освещения в научной литературе. Вводный реферат вынуждает научную общественность обратить внимание на очередную значимую проблему.

Обобщающее реферирование призвано представлять итоги деятельности научных школ, лабораторий и отдельных представленных в научной литературе теорий и концепций, т. е. *для систематизации научных знаний*. На основе обобщающих рефератов пишутся теоретические части курсовых, дипломных, диссертационных работ и монографий, научные обзоры и некоторые разновидности научных очерков. Именно обобщающие рефераты обычно являются разновидностью самостоятельной учебной работы студента.

По сфере использования различают рефераты научно-теоретические, обслуживающие процесс обмена научными знаниями, и учебные, используемые в качестве формы самостоятельного обучения студентов и школьников.

По степени автономности жанра различают рефераты самостоятельные (собственно жанр реферат) ***и включенные*** (построенные по принципам реферативного описания части текстов других жанров – см. выше).

По структуре различают рефераты простые, построенные на материале одного источника, и сложные, построенные на материале двух и более источников.

Особенности реферата как письменного сообщения

Выбор вида рефератов зависит от того, каково его целевое назначение, а также от типа реферируемого материала (монография, статья теоретическая, статья описательная, описание открытия, изобретения и т. д.).

Структура реферата. Реферат обычно состоит из трех частей:

1) *заголовочной (вводной)*, содержащей выходные данные, название публикации, фамилию автора, место издания, издательство, год, число страниц, иллюстраций. Независимо от того, на каком языке пишется реферат иностранного источника, заголовочная часть составляется на иностранном языке;

2) *собственно реферативной* (описательной), представляющей собой концентрированную передачу содержания реферируемого документа (главную идею и существенные положения). Эта часть строится на базе выделенных при чтении ключевых фрагментов. Здесь принято не выделять абзацы;

3) *заключительной*, в которой содержатся основные выводы по проделанной работе в целом. Иногда эта часть может входить в собственно реферативную.

Форма записи. Реферат не содержит разделов и рубрик, не расчленяется на абзацы, так как он представляет собой компактное изложение основного содержания первоисточника. Исключение из этого правила допускается лишь в рефератах большого объема с целью выделения основных вопросов.

Объем реферата зависит от объема оригинала, его научной ценности. Наиболее распространенным является реферат объемом около 200 слов, если статья не превышает 5 страниц.

Язык и стиль реферата. Для реферата характерна самостоятельная литературная форма, отличающаяся строгой последовательностью изложения и своеобразием языка.

Характерная черта реферата – экономия языковых средств. В процессе реферирования происходит не просто сокращение текста, а существенная переработка содержания, композиции и языка оригинала. В содержании выделяется главное и излагается сокращенно, сжато. Второстепенные факты, детальные описания, примеры, исторические экскурсы (если они не важны для реферата) исключаются. Однотипные факты группируются и им дается обобщенная характеристика. Цифровые данные систематизируются и обобщаются.

Для описания выбираются слова, которые могут выражать содержание целых смысловых отрезков. Поскольку термины несут в себе наибольшее количество информации по сравнению с обычным словарем, то рефераты, как правило, насыщаются терминами (главным образом именами существительными). В рефератах могут использоваться вводные слова типа «даны», «приведены», «перечислены», «описаны» и т. п.

В реферате в основном употребляются простые распространенные предложения (около 70%). В связи с тем, что главное внимание сосредоточивается на фактах и действиях, а не лицах, их совершающих, в тексте реферата преобладают неопределенно-личные, безличные страдательные конструкции.

Материал реферируемой статьи или книги в реферате излагается точно, без искажений и субъективных оценок.

Содержание и структура реферата

Реферат состоит из следующих элементов:

- заглавие реферата;
- библиографического описания реферируемого документа;
- текста реферата.

Заглавием реферата, как правило, служит заглавие реферируемого документа. Если заглавие документа не отражает основного смысла содержания этого документа, то дается другое, более точное заглавие.

В тексте реферата отражаются следующие данные:

- исследуемая проблема, цель, главная мысль и содержание работы, предмет или цель исследования;
- данные о методике и ее сравнительной точности (при этом широко известные методы не отмечаются);
- выводы автора и указания возможностей и путей практического применения результатов работы;
- ссылка на наличие библиографии и иллюстрированного материала (если их нет в библиографическом описании);
- технология, применяемое оборудование и условия проведения исследования;
- таблицы, схемы, графики, формулы, необходимые для уяснения основного содержания документа;
- необходимые справочные данные (об авторе, истории вопроса, месте проведения исследования и т. д.).

В соответствии со спецификой реферируемого документа в реферате могут содержаться не все данные, а какая-то их часть.

Реферирование – это сложный, творческий процесс, построенный на проникновении в сущность излагаемого. В процессе реферирования происходит не просто сокращение текста, а существенная переработка содержания, композиции и языка оригинала:

- в содержании выделяется главное и излагается сокращенно, сжато;
- однотипные факты группируются и им дается обобщенная характеристика;

• цифровые данные систематизируются и обобщаются;

• если основная мысль сформулирована недостаточно четко, она должна быть конкретизирована и выделена в реферате;

• в случае необходимости происходит перемещение временных планов в последовательности от прошлого к будущему;

• язык оригинала претерпевает изменения в сторону нормативности, нейтральности, простоты и лаконичности. Исключаются образные выражения, эпитеты, вводные слова, не существенные определения, обстоятельства, дополнения. Происходит разукрупнение сложных синтаксических конструкций, сокращение количества предложений, замена их более простыми оборотами.

Информативность как основное содержание жанра реферата как бы «просачивается» через все языковые элементы и их значения и в то же время соединяет их в цельную структуру.

Реферирование – это сложное комплексное умение, состоящее из целого ряда отдельных элементов, а именно: 1 – выделение абзацев, содержащих основную информацию; 2 – выделение основных мыслей, фактов, положений; 3 – озаглавливание выделенных абзацев; 4 – составление плана статьи; 5 – сокращение текста; 6 – передача содержания текста своими словами (перифраз).

Методика составления реферата

Процесс составления реферата состоит из двух этапов, каждый из которых включает ряд последовательных целенаправленных действий.

I этап:

1. Определение темы публикации на основании заглавия и тематической направленности лексики (ознакомительное чтение).

2. Выявление композиционной структуры текста на основании деления текста на разделы и подразделы, подзаголовков или ознакомления с оглавлением (при реферировании монографий).

3. Выявление основного содержания через полное и последовательное восприятие текста.

4. Оценка информации в целом.

II этап:

1. Составление логического плана публикации в форме утвердительных предложений или выписывание ключевых предложений и ключевых слов (по абзацам). При этом надо иметь ввиду, что по своей структуре абзацы бывают однотематическими и многотематиче-

скими, в зависимости от количества развиваемых в них тем. С другой стороны, бывают абзацы, не несущие существенной информационной нагрузки. Такие абзацы исключаются.

2. Группировка пунктов логического плана в более крупные обобщающие пункты.

3. Составление реферата и его редактирование.

Здесь необходимо обратить особое внимание на лаконичность языка. В тексте реферата не должно быть информации, содержащейся в заголовке, повторений, уточнений, описания литературы вопроса и его истории, подкрепления теоретических положений примерами, подробного обоснования выдвинутых тезисов, противоречивых утверждений. Краткость изложения также достигается за счет использования условных буквенных сокращений (например, ИК-спектр вместо инфракрасный спектр, ЭВМ вместо электронно-вычислительная машина и т. п.).

Пример реферата на английском языке

On a Novel Self-test Approach to Digital Testing

In this paper a new approach to digital testing is presented. This is based on a dynamic modeling technique for the system under test (SUT). The proposed techniques consists of an iterative self-test approach, that has been proved to be applicable to analogue fault analysis. A Discrete Component Connection Model (DCCM) is presented as a basis of modeling analysis. The DCCM describes a digital system by using a large-scale dynamic model for a reduction in computation. In this model, difference connection and component equations are simultaneously solved. Fault identification is accomplished by generating a pseudo-system partition of the SUT; a decision process is then executed to validate test results. The decision process is based on a novel Boolean technique for verification of results using a fault bound. This approach is applicable to testing of both sequential and combinational logic. Complexity of this testing technique is analyzed; a reduction of complexity is accomplished by using covering set theory. Algorithms are presented for both the self-test and the decision processes.

The benefits of this approach are computational compatibility to existing complex simulation packages and lower order of complexity of the decision process for single and multiple fault detection and location. Illustrative example sarepresented.

Фразы для реферирования текста
Rendering the text (article)

1. ***Headline of the article (text), title of the newspaper or the magazine, date of publication, the author***

The title (the headline) of the article (text, my research paper) is… The article is entitled…	Заголовок статьи…
The title of the newspaper is…	Название газеты…
The article under the title…was published in… (newspaper, book) № … on … (date)	Статья под заголовком …, была напечатана в…, номер…, дата
The author is…, the correspondent of…	Автор – …, корреспондент (издание)
The article is written by…	Статья написана (кем-то)
It is published especially for…	Она напечатана специально для…

2. ***Main idea***

The article consists of an introduction and three parts.	Статья состоит из введения и трех частей
The main idea of the article is…	Основная идея статьи…
The article is devoted to the problem of…	Статья посвящена проблеме…
It touches upon…	Она касается…
It tells the readers about …	Она рассказывает читателям о …
The subject of the article is…	Тема статьи (предмет описания)…
The author gives us some information about…	Автор дает нам некоторую информацию о…
The author discusses an important problem of…	Автор обсуждает важную проблему (чего)…

3. ***Main contents***

The author emphasizes the fact that…	Автор подчеркивает что…
He believes (reports, points out) that…	Он верит (сообщает), что…
He analyses how…	Он анализирует…
He examines why…	Он исследует, почему…
It's necessary (important, interesting) to note (to report) that…	Необходимо (важно, интересно) отметить, что…
The first part is devoted to…	Первая часть посвящена…
In the second part the author describes…	Во второй части говорится о…
Further he says…	Далее он говорит
He mentions…	Он упоминает…
According to the author…	По мнению автора…
He calls attention to the fact that…	Он привлекает наше внимание к тому факту, что…

4. ***Conclusions of the author***

The author comes to the conclusion that…	Автор приходит к выводу, что…
In conclusion the article reads…	В заключении статьи говорится…
In summing up the author…	В заключение автор…
At the end of the article the author sums up…	В конце статьи автор подводит итоги…
Evaluating the situation the conclusion can be drawn that…	Оценивая ситуацию, можно прийти к такому заключению, что…

5. ***Your attitude towards the article***

The text might be interesting for…	Текст может быть интересен для…
The language of the article is…	Язык статьи…

There are a lot of …(special, technical, economical, architectural) terms in the text, for example…	В тексте много (специальных, технических, экономических, архитектурных) терминов, например…
As for me…	Я считаю…
To my mind…	По моему мнению…
We can make a conclusion that…	Мы можем сделать заключение (вывод), что…
As far as I understood…	Насколько я понял,…
I'd like to quote…	Я бы хотел процитировать…
On reading the article we (I) realize the fact that…	Читая статью, мы (я) осознаем тот факт, что…
In conclusion I can say…	В заключение могу сказать…
I find the article useful, informative, interesting, up-to-date, disputable, because…	Я считаю, что статья полезна (информативна, интересна, актуальна, спорная), потому что…

Аннотация как презентативный жанр

Название «аннотация» (abstract) происходит от латинского annotatio – примечание, пометка.

Аннотация – это краткая справка о тексте, патенте, книге, справочнике с точки зрения содержания. При аннотировании печатный материал излагается в предельно сжатой форме. Это процесс свертывания (сжатия) информации с очень большим уменьшением по отношению к оригиналу.

Виды аннотаций. Правила аннотирования

Аннотация – это особый вторичный жанр, назначение которого состоит в кратком представлении содержания научного труда или издания (например, сборника тезисов или научных статей). Аннотация не является исключительно научным жанром: аннотирование как способ представления материала активно используется в официально-деловом и публицистических стилях. Аннотация может быть описательной, справочной, реферативной, рекомендательной и критиче-

ской. Для научной статьи важно умение составить *описательную аннотацию*. От деловой научную аннотацию отличает небольшой объем (от 1 до 4 предложений, в отдельных случаях – до 6–7, если аннотируется большое комплексное многоаспектное издание) и нерубрицированность (отсутствия членения на разделы и пункты). От публицистической научная аннотация отличается тем, что она не содержит никакой субъективной информации и информации рекламного характера.

Отличительной чертой научной аннотации является высокая содержательная емкость при минимальном объеме (это называется ***компрессией***). Содержание аннотации составляет сообщение о научной проблеме, рассмотрению которой посвящается труд или издание. В отдельных случаях значимым является указание аспекта представления проблемы. Произвольно указывается степень актуальности проблемы. Вторая часть аннотации содержит сведения о назначении и (или) адресате работы или издания.

Аннотирование – один из самых сложных видов научной деятельности, поскольку требует от автора высокого уровня владения технологией научного обобщения.

В отличие от реферата, который отвечает на вопрос: «ЧТО сказано, ЧТО излагается в первоисточнике?», аннотация отвечает на вопрос: «О ЧЕМ говорится в первоисточнике?»

Различают два вида аннотаций: описательную, или реферативную, и рекомендательную.

Описательная аннотация в сжатой и конкретной форме раскрывает сущность содержания и основные выводы аннотируемой публикации. Она состоит обычно из трех частей:

1. *Справка к аннотации*. В ней указываются следующие данные: автор, название работы на английском языке, перевод названия; количество страниц, таблиц, рисунков, ссылок на использованную литературу; на каком языке написана работа. Кроме того, для журнала – его название на английском языке, номер и год издания; для патентов – номер патента и запатентовавшая страна; для каталогов – фирма, выпустившая данный каталог; для книг, монографий, учебников – название издательства. Эта часть необязательна при аннотировании учебных текстов.

2. *Основная часть* должна отражать перечень наиболее характерных положений по содержанию работы.

3. *Заключительная часть*. В этой части должен быть общий вывод автора работы или указание на один какой-то вопрос, которому в работе уделено особое внимание, а также рекомендации, для кого данная работа может представлять особый интерес.

Рекомендательная аннотация содержит оценку публикации, цель которой состоит в том, чтобы помочь читателю в подборе нужной ему литературы.

Объем аннотации

Аннотация может быть ***развернутой*** или ***краткой***.

Развернутая аннотация, объем которой составляет приблизительно 75 слов, содержит сведения о публикации в более или менее подробном виде. ***Краткая аннотация*** состоит из нескольких фраз или слов.

Язык аннотации

К аннотациям как на русском, так и на английском языке предъявляются следующие требования:

1. Лаконичность языка, т. е. использование простых предложений (глаголы употребляются всегда в настоящем времени в действительном или страдательном залоге. Модальные глаголы, как правило, отсутствуют).
2. Строгая логическая структура аннотации.
3. Обязательное введение в текст аннотации безличных конструкций и отдельных слов, например: «Сообщается…», «Подробно описывается», «Кратко рассматривается…», «Излагаются…», «Комментируются…» и др., с помощью которых происходит введение и описание текста оригинала.
4. Недопущение повторений в заглавии и тексте аннотации.
5. Точность в передаче заглавия оригинала, отдельных формулировок и определений.
6. Использование общепринятых сокращений слов, таких, как напр., и т. д., и т. п., и др.
7. Единство терминов и обозначений.

Текст аннотации должен быть максимально кратким, от 500 до 1000 печатных знаков.

Основные штампы (key-patterns) аннотаций на английском и русском языках:

1. The article (paper, book, etc.) deals with…	1. Эта статья (работа, книга и т. д.) касается…
2. As the title implies the article describes…	2. Согласно названию, в статье описывается…

3. It is specially noted…	3. Особенно отмечается…
4. A mention should be made…	4. Упоминается…
5. It is spoken in detail…	5. Подробно описывается…
6. …are noted	6. …упоминаются
7. It is reported…	7. Сообщается…
8. The text gives a valuable information on…	8. Текст дает ценную информацию…
9. Much attention is given to…	9. Большое внимание уделяется…
10. The article is of great help to …	10. Эта статья окажет большую помощь…
11. The article is of interest to…	11. Эта статья представляет интерес для…
12. It (the article) gives a detailed analysis of …	12. Она (статья) дает детальный анализ…
13. It draws our attention to…	13. Она (статья, работа) привлекает наше внимание к …
14. The difference between the terms… and… should be stressed	14. Следует подчеркнуть различие между терминами … и …
15. It should be stressed (emphasized) that …	15. Следует подчеркнуть, что…
16. … is proposed	16. … предлагается
17. … are examined	17. … проверяются (рассматриваются)
18. … are discussed	18. Обсуждаются …

Чтобы составить аннотацию статьи, нужно ознакомиться с ее заголовком, просмотреть подзаголовки, иллюстрации, таблицы, прочитать введение и заключение. Достаточно одноразового просмотра статьи, т. е. просмотрового чтения. При этом следует иметь ввиду, что конкретная тема научно-технического текста обычно излагается в первом или одном из начальных предложений введения и реже в заключении.

Обратите внимание!

Научно-техническая статья обычно состоит из следующих частей:

1. Заголовок (Title). 2. Аннотация (Abstract). 3. Введение (Introduction). 4. Общая часть (Methods, Materials, Procedures). 5. Результаты, обсуждение результатов, заключение (выводы) и рекомендации (Results, Discussions, Conclusion, Recommendations). 6. Благодарности (Acknowledgements). 7. Использованная литература (References, Literature, Bibliography).

Методика составления аннотации

Работа по составлению аннотации проводится в следующем порядке:

1. Первоначальное изучение аннотируемой публикации с целью определения ее тематики, общего характера и целевой направленности. Для этого нужно внимательно просмотреть данные на титульном листе, оглавление, прочитать предисловие или введение, затем детально ознакомиться с текстом. Особое внимание нужно обратить на заключение, а также резюме, где автор суммирует основные положения своей книги или статьи.

2. Вторичный, более тщательный просмотр книги или статьи для проверки правильности первоначально сделанных выводов. При вторичном просмотре на отдельном листке бумаги выписывают предметы, вопросы и т. д., которые надо отметить в аннотации.

3. Объединение родственных проблем, предметов и т. д., которые освещены в аннотируемой работе в разных местах, и вычеркивание второстепенных, мало существенных сведений.

4. Составление аннотации с последующим редактированием, которое предполагает перестановку отдельных слов и фраз, сжатие текста и уточнение терминологии.

Пример развернутой и краткой аннотаций на английском языке

Current Status and Future of Intelligent Industrial Robots

Полная аннотация: This paper reviews the current status of industrial robots and discusses their future from the viewpoint of the basic key function which will be required for future intelligent applications. Ten basic key functions are introduced as examples which satisfy the following four conditions: 1) low price, 2) high performance, 3) high reliability, and 4) simplicity. All of these functions are necessary if robots are to perform tasks more effectively in actual applications. The effectiveness of the functions are explained using ten industrial robots or robotic machines which have been developed by Hitachi. The operational processes of the robots are classified into five categories:

1) knowledge utilization and enhancement;
2) understanding surroundings;
3) motion planning;

4) actuator control, and

5) decision making.

Краткая аннотация: This paper reviews the current status of industrial robots and discusses their future prospects from the viewpoint of the basic key functions in the understanding surroundings and motion planning categories.

Consider the feature of an abstract listed below:

An abstract always appears at the beginning of an article, a manuscript, acting as the point-of-entry for any given scientific paper. The terms "précis" of "synopsis" are used in some publications to refer to the same thing that other publications might call an "abstract".

An abstract it a brief description in your own words, of an article, chapter, or book. It is not evaluative and must not include your personal opinions. The purpose of an abstract is to give a reader sufficient information for him or her to decide whether it would be worthwhile reading the entire article or book:

1) The typical length of an abstract ranges from 100 to 200 words.

2) An abstract should be written in the present simple tense form and the third person.

3) An abstract shouldn't add any new information, but simply summarize the publication, its main purpose, subject, ideas.

4) Abstracts tell readers what information the paper includes but do not provide results, conclusion, or recommendations they only introduce the subject to readers, who must then read the paper to find our the author's results, conclusion, or recommendations.

5) An effective abstract uses two or three well developed paragraphs.

6) An abstract should provide logical connections (or transitions) between the information included.

7) An abstract should follow strictly the chronology of the paper.

8) An abstract should include information about the authority and qualifications of the author, unless extremely well known and about the intended audience and the level of reading difficulty.

Read the clichés below and think of other words to fit in appropriate columns.

Purpose / objective	**Subject / topic**	**Conclusion**	**Structure**
Is to describe	is	The author summarizes that…	The article is well-organized
to analyze	deals with		

to explain	touches upon	Summing up, the author…	The article has a clear structure
to examine	covers		First / firstly
to investigate	focuses on		Second / secondly
to provide	clarifies		Next, then
to present	defines		Finally / in conclusion

Exercises

Read and translate the following tips into Russian. Use them in your practice.

Writing the abstract (revision).

Abstracts are important because they give a first impression of the document that follows. Though some abstracts only list the contents of the document, the most useful abstracts tell the reader more.

Typically, an informative abstract answers these questions in about 100–200 words (max 600 words):

– Why did you do this study or project?

– What did you do, and how?

– What did you find? (What are the advantages of the method or equipment)?

– What do your finding mean? (How well does it work?)

Here are some other points to keep in mind about abstracts:

– An abstract can be read along with the title, so do not repeat or rephrase the title.

– However, it will likely be read without the rest of the document, so make it complete enough to stand on its own.

– Your readers expect you to summarize your conclusions as well as your purpose, methods, and main findings.

– You may want to avoid using I or we, but choose active verbs instead of passive when possible.

– Avoid if possible using trade names, acronyms, abbreviations, or symbols.

– Use the most important terms and concepts from the document. Include the ones that will attract people to read your piece.

Read the text and say if you have learnt any new information:

An investment fund is a fund that gathers the resources from individual investors who buy shares and invests been in different investment tools,

like equities, bonds, currencies and derivatives, etc., and in different countries, regions, and sectors, in older to diversify risk. In an investment fund, the fund manager, who is also known as the portfolio manager, trades the fund's underlying securities, realizing capital gains or losses, and collects the dividend or interest income. The investment proceeds are then passed along to the individual investors. The value of a share of the investment fund is calculated daily based on the total value of the fund divided by the number of shares currently issued and outstanding.

The collapse of energy giant Enron is the largest bankruptcy and one of the most shocking failures in United States corporate history. In just a little over 15 years, Enron grew into one of the US's largest companies. It embraced new technologies, established new methods of trading in energy and seemed to be a shining example of successful corporate America. But the company's success was based on artificially inflated profits, dubious accounting practices, and – some say – fraud.

Unit 3
SCIENCE AND TECHNOLOGY

Text A
SCIENCE AND TECHNOLOGY
(to be done in class and continued at home)

I. Look through the text concentrating on the beginning of each paragraph and write down a plan, either in English or in Russian (time limit – 10 min.).

1. Science problems can be roughly classified as analytic and synthetic. In analytic problems we seek the principles of the most profound natural processes, the scientist working always at the edge of the unknown. This is, the situation today, for instance, within the two extremes of research in physics – elementary particle physics and astrophysics – both concerned with the properties of matter, one on the smallest, the other on the grandest scale. Research objectives in these fields are determined by the internal logic of the development of the field itself. Revolutionary shocks to the foundations of scientific ideas can be anticipated from these very areas.

2. As to synthetic problems, they are more often studied because of the possibilities which they hold for practical applications, immediate and distant, than because their solution is called for by the logic of science. This kind of motivation strongly influences the nature of scientific thinking and the methods employed in solving problems. Instead of the traditional

scientific question: “How is this to be explained?” the question behind the research becomes “How is this to be done?” The doing involves the production of a new substance or a new process with certain predetermined characteristics. In many areas of science, the division between science and technology is being erased and the chain of research gradually becomes the sequence of technological and engineering stages involved in working out a problem.

3. In this sense, science is a Janus-headed figure. On the one hand, it is pure science, striving to reach the essence of the laws of the material world. On the other hand, it is the basis of a new technology, the workshop of bold technical ideas, and the driving force behind continuous technical progress.

4. In popular books and journals we often read that science is making greater strides every year, that in various fields of science discovery is followed by discovery in at steady stream of increasing significance and that one daring theory opens the way to the next. Such may be the impression with research becoming a collective doing and scientific data exchange a much faster process. Every new idea should immediately be taken up and developed further, forming the initial point of an avalanche-like process.

5. Things are, in fact, much more complex than that. Every year scientists are faced with the problems of working through thicker and tougher material, phenomena at or near the surface having long been explored, researched, and understood. The new relations that we study, say, in the world of elementary particles at dimensions of the order of 10^{13} cm or in the world of super stellar objects at distances of billions of light years from us, demand extremely intense efforts on the part of physicists and astrophysicists, the continuous modernization of laboratories with experimental facilities becoming more and more grandiose and costing enormous sums. Moreover, it should be stressed that scientific equipment rapidly becomes obsolete. Consequently, the pace of scientific development in the areas of greatest theoretical significance is drastically limited by the rate of building new research facilities, the latter depending on a number of economic and technological factors not directly linked to the aims of the research. It may take, for exam pie, more than 10 years from the initial decision to build a 100-200 billion electron volt accelerator to its completion.

It should be borne in mind, too, that few measurements and readings given by these great facilities push science forward, results of any great significance being very rare. For instance, tens of thousands of pictures taken during the operation of an accelerator will have to be scrutinized in the hope of finding, among typically trite processes, signs of a new interaction or of a new event whose presence or absence may confirm a theoretical idea.

II. Paragraph Study.

Read paragraph 1.

1) Identify the topic sentence and the illustrating sentences. Find the sentence containing the author's prognosis and the word indicating that it is a prognosis. 2) What is meant by *the situation* and *these very areas?*

Read paragraph 2.

1) Identify the topic sentence. Answer die questions: What are the two motive forces behind synthetic and analytic research? What are the consequences arising from the change in motivation for research? What is the present-day relation between science and technology? What is meant by *the doing?* 2) Identify two sentences similar in meaning in paragraphs 1 and 2. 3) Identify the words which reveal a comparison in the first sentence of paragraph 2. 4) Translate the last sentence of the paragraph into Russian.

Read paragraph 3.

1) Identify the topic sentence and the sentences developing its idea.

2) Give Russian equivalents *of striving to reach the essence ...* and *the workshop of bold technical ideas.*

Read the text again without consulting the dictionary. Identify 7 structures according to pattern 12 and give Russian equivalents of the relevant part of the sentence, paying special attention to the choice of Russian conjunctions.

Read paragraph 4.

1) Follow the word *science* through the paragraph and copy out the words related to it in meaning. State the main idea of the paragraph (in English or in Russian). 2) Copy out the sentence summed up by the word *impression.* 3) Copy out the words equivalent to: *непрерывный поток, дерзкая теория, лавинообразный.*

Read paragraph 5.

1) Divide the paragraph into three parts with the following titles: Subject of Research, Tools of Research and Results of Research. Indicate the beginning of each part. 2) Read the first sentence again and copy out the words indicating that the popular view on science is not adequate.

III. Translate paragraph 5 into Russian.

Text B
WHAT SCIENCE IS
(to be done in class)

I. See if you remember: ***to meet human needs, to refer to, to distinguish, to encounter difficulties, to emerge, at great expense, search for truth, to point out.***

II. Look through the text concentrating on the beginning and the end of each paragraph, and write an outline, either in Russian or in English (time limit – 10 min.).

1. It can be said that science is a cumulative body of knowledge about the natural world, obtained by the application of a peculiar method practised by the scientist. It is known that the word science itself is derived from the Latin "scire", to know, to have knowledge of, to experience. Fundamental and applied sciences are commonly distinguished, the former being concerned with fundamental laws of nature, the latter engaged in application of the knowledge obtained. Technology is the fruit of applied science, being the concrete practical expression of research done in the laboratory and applied to manufacturing commodities to meet human needs.

2. The word "scientist" was introduced only in 1840 by a Cambridge professor of philosophy who wrote: "We need a name for describing a cultivator of science in general. I should be inclined to call him a scientist". "The cultivators of science" before that time were known as "natural philosophers". They were curious, often eccentric, persons who poked inquiring fingers at nature. In the process of doing so they started a technique of inquiry winch is now referred to as the "scientific method".

3. Briefly, the following steps can be distinguished in this method. First comes the thought that initiates the inquiry. It is known, for example, that in 1896 the physicist Henri Becquerel, in his communication to the French Academy of Sciences, reported that he had discovered rays of an unknown nature emitted spontaneously by uranium salts. His discovery excited Marie Curie, and together with her husband Pierre Curie she tried to obtain more knowledge about the radiation. What was it exactly? Where did it come from?

4. Second comes the collecting of facts: the techniques of doing this will differ according to the problem which is to be solved. But it is based on the experiment in which anything may be used to gather the essential data – from a test-tube to an earth-satellite. It is known that the Curies encountered great difficulties in gathering their facts, as they investigated the mysterious uranium rays.

5. This leads to step three: organizing the facts and studying the relationships that emerge. It was already noted that the above rays were different from anything known. How to explain this? Did this radiation come from the atom itself? It might be expected that other materials also have the property of emitting radiation. Some investigations made by Mme Curie proved that this was so. The discovery was followed by further experiments with "active" radioelements only.

6. Step four consists in stating a hypothesis or theory: that is, framing a general truth that has emerged, and that may be modified as new facts emerge. In July 1898, the Curies announced the probable presence in pitchblende ores of a new element possessing powerful radioactivity. This was the beginning of the discovery of radium.

7. Then follows the clearer statement of the theory. In December 1898, the Curies reported to the Academy of Sciences: "The various reasons enumerated lead us to believe that the new radioactive substance contains a new element to which we propose to give the name of Radium. The new radioactive substance certainly contains a great amount of barium, and still its radioactivity is considerable. It can be suggested therefore that the radioactivity of radium must be enormous".

8. And the final step is the practical test of the theory, i. e. the prediction of new facts. This is essential, because from this flows the possibility of control by man of the forces of nature that are newly revealed.

9. Note should be taken of how Marie Curie used deductive reasoning in order to proceed with her research, this kind of "detective work" being basic to the methodology of science. It should be stressed further that she dealt with probability – and not with certainty – in her investigation. Also, although the Curies were doing the basic research work at great expense to themselves in hard physical toil, they knew that they were part of an international group of people all concerned with their search for truth. Their reports were published and immediately examined by scientists all over the world. Any defects in their arguments would be pointed out to them immediately.

III. Paragraph Study.

Read paragraph 1.

1) Follow the dominant noun and the words related to it in meaning through the paragraph and state the main idea. 2) Give Russian equivalents of: *a cumulative body of knowledge, a peculiar method practiced by the scientist, manufacturing commodities to meet human needs.*

Read paragraph 2.

1) Follow the dominant noun and its equivalents through the paragraph. Identify the sentence which repeats the idea expressed in the first sentence of the text. 2) Identify the words used by the author as equivalent to: *направляли свой пытливый ум на…* 3) Identify the words used by the author as equivalent to *doing so, a technique of inquiry:*

Read paragraph 3.

Identify the topic sentence and the illustrating sentences. Among the latter identify the dominant noun and follow it through its transformations.

Read paragraph 4.

1) Identify the topic sentence. Follow the words *the collecting of facts* through their transformations into their equivalents and pronouns. 2) Identify the words equivalent to: *столкнуться с трудностями, пробирка, в зависимости от проблемы.*

Read paragraph 5.

1) Identify the topic sentence and the illustrating sentences. Find the sentence describing the first step on the way to a hypothesis (What modal verb is used to show that it is only the first step?). 2) Identify the words used by the author as equivalent to *this was so.* 3) Give a Russian equivalent of *emerge.* Translate the last sentence of the paragraph into Russian.

Read paragraph 6.

1) Identify the topic sentence and the illustrating sentences. Find the sentence describing the next step in the development of the hypothesis (What word shows that it is a hypothesis?). State the function of *that is* and give its Russian equivalent. 2) Translate the first sentence into Russian.

Read paragraphs 7 and 8.

1) Identify the topic sentence and the illustrating sentences. Find the sentence describing the final step in the development of the hypothesis. 2) Find the guide words to the author's thought equivalent to: *несомненно, несмотря на это, на этом основании…* 3) Try to explain the author's choice of the modal verbs. 4) Find the English equivalent of *i. e.* in paragraph 6.

Read paragraph 9.

1) State the role of deductive reasoning in science. Indicate the words characterizing the conditions under which the Curies worked. 2) Translate paragraph 9 into Russian.

IV. Read the whole text again and see if any corrections should be made in your original outline. Write an abstract of the text in three sentences.

Text C
RESEARCH: FUNDAMENTAL AND APPLIED, AND THE PUBLIC

I. Read the text without consulting the dictionary, pencil-mark the words that you do not understand. Divide the text into three parts, copy out the dominant noun in each part and suggest a title for each part.

1. People are always talking about fundamental research, implying thereby the existence of a nameless opposite. A good definition of fundamental research will certainly be welcomed: let us see whether we can invent

one. We have to begin, of course, by defining research. Unfortunately the concept of research contains a negative element. Research is searching without knowing what you are going to find: if you know what you are going to find you have already found it, and your activity is not research. Now, since the outcome of your research is unknown, how can you know whether it will be fundamental or not?

2. We may say for instance that fundamental research is that which you undertake without caring whether the results will be of practical value or not. It may not be reasonable to go further and say that fundamental research is that which will be abandoned as soon as it shows a sign of leading to results of practical value. By saying this you may limit your own achievement. It will be better to say that fundamental research is that which may have no immediate practical value, but can be counted upon as leading to practical value sooner or later. The extension of knowledge and understanding of the world around us will always be profitable in the long run, if not in the short.

3. This is a very powerful argument for fundamental research and it is a completely unassailable one, and yet there are people who will not like it. Let us seek a definition that will give fundamental research" value of its own, not dependent upon other uses appearing soon or late. We say for instance that fundamental research is that which extends the theory. Now we have to theorize upon theory.

4. There have been several viewpoints about theory. One is that theory discerns the underlying simplicity of the universe. The non-theorist sees a confused mass of phenomena; when he becomes a theorist they fuse into a simple and dignified structure. But some contemporary theories are so intricate that an increasing number of people prefer dealing with the confusion of the phenomena than with the confusion of theory.

5. A different idea suggests that theory enables one to calculate the result of an experiment in a shorter time than it takes to perform the experiment. I do not think that the definition is very pleasing to the theorists, for some problems are obviously solved more quickly by experimenters than by theorists.

6. Another viewpoint is that theory serves to suggest new experiments. This is sound, but it makes the theorist the handman of the experimenter, and he may not like this auxiliary role. Still another viewpoint is that theory serves to discourage the waste of time on making useless experiments.

7. Let us try to flatter theory by giving it a definition that shall not describe it as a mere handmaid of experiment or a .mere device for saving time. I suggest that, theory is an intellectual instrument granting a deep and

indescribable contentment to its designer and to its users. This instrument is made up of units which can be compared, for instance, to different branches of physics: solid state physics, relativity, acoustics, elementary particles and others, which sometimes have only a remote relation with one another and may not even be interconnected at all.

8. The rest of my talk will be devoted to a different question which is: how are we going to communicate to the layman some of our passion for our science? This is a very important question, for-everyone is a layman until he becomes a scientist. If we can solve the problem of interesting the layman we may succeed in attracting the potential Fermis, Slaters, Lands and Fletchers of future into the field of, say, physics. Nothing could be more desirable.

9. A frequent technique is that of surprise. The trouble with this is that one cannot be surprised if one is not accustomed to the situation which is nullified by the surprise. Imagine, for example, a physicist trying to surprise an audience of laymen by telling them that there are a doien elementary particles instead of two or three, or that the newest cyclotron imparts an energy of 500 mev to protons. It simply will hot work, because the listeners will have no background to compare this information with.

10. It is also a mistake to think that we can excite an audience by solving a mystery for them. The trouble here is that practically no one is, interested in the answer to a question which he never thought of asking.

11. Relativity had a wonderful build-up in the decade before 1905, for the physicists of that era were acquainted with the sequence of experiments which were designed to show that the earth moves relatively to the ether and which obstinately showed the opposite. Each stage in the unfolding of quantum mechanics was exciting to the physicists who knew the earlier stages, because they knew the problems which were left unsolved. The writer of a detective story creates the mystery before he solves it; but the mystery usually begins with the discovery of a murdered man, and this is considerably more exciting than a murdered theory. The corresponding technique in physics consists in trying to create a particular state of out-of-dateness in the mind of the public, in the expectation of bringing them up-to-date at the end of the lecture or paper. There is too much risk of leaving the audiencein the out-of-date condition, and this technique cannot be recommended.

12. Another mistake, in my opinion at least, is that of stressing a paradox. Try telling an audience that if you know the exact position of a particle you cannot know its momentum, and vice versa – the effect is unpredictable but obviously not what you wanted. Still another mistake is that of springing an isolated fact upon the audience. An isolated fact is not science

and it is not interesting. Facts are of interest only as parts of a system. And we must strive to interest the layman in the system.

II. Paragraph Study (consult the dictionary if necessary).

Read paragraphs 1–3.

1) Follow the nouns *research, definition* and *argument* through their transformations into pronouns and state the main idea of the paragraphs, either in English or in Russian. 2) Copy out the words equivalent to: весьма желательно иметь хорошее определение, предпринять, не задумываясь, ограничить возможные результаты своей деятельности; расширение знаний приносит пользу. 3) Give Russian equivalents of *a nameless opposite; searching; outcome of your research; immediate practical value; research can be counted upon as leading; in the long run, if not in the short; a very powerful argument for.*

Read paragraphs 4–7.

1) Follow the dominant noun through the paragraphs and copy out the definitions of theory and the beginning of the sentences containing counter arguments. 2) Copy out the words equivalent to: образуют простую, но строгую систему; теории имеют настолько сложный и запутанный характер; вспомогательная функция; предотвращать потерю времени; приносящий глубокое удовлетворение. 3) Give Russian equivalents of *the underlying simplicity; the handman of the experimenter; a device for saving time; a remote relation.*

Read paragraphs 8–12.

Concentrate on the opening question and the possible answers considered by the author. Make up a summary of the paragraphs in three sentences in Russian.

III. Translate paragraphs 8–12 into Russian.

Make up a list of words that you have looked up in the dictionary and give their contextual Russian equivalents.

Text D
SCIENTIFIC INNOVATION: ITS IMPACT ON TECHNOLOGY

I. Read the text and be ready to discuss it:

1. Mr. A. The impact of scientific activity on technology is often discussed today. But one thing is not clear. What is meant here: the impact of today's scientific activity on today's technology or the impact of today's scientific developments on technology thirty years from now?

2. Mr. B. I think there is usually an interval of twenty years or so between the discovery of a new scientific principle and its impact on indus-

try. In the case of the transistor, for example, it took about that long. Some things move a big faster but it must be admitted that many are even slower.

3. For example, our computers are based on fundamental discoveries in physics that may be traced back thirty, forty, even fifty years. What will come out of contemporary science, out of the research that is being done today – we just do not know.

4. Mr. A. Do you think the isolated inventor is still the usual source of innovation, or has the group inventor been put to the fore now?

Mr. B. It seems that the lone inventor in most fields has been replaced by the group. But more often than we realize the original brilliant idea is still the product of one man's genius. He may, however, live in a group environment and have the advantage of the scientific and technical competence and intellectual contacts that come from working a large group of people.

5. Mr. A. You are probably right. But as soon as a new idea is put forward, it requires many people's efforts before it can be transformed into a product. And at this stage innovation becomes a group and not an individual activity, involving both a sophisticated body of information and a sophisticated technology.

II. Answer the questions:

1. What is often discussed to-day? (Key: the impact of scientific activity on technology.) 2. What words are equivalent to **scientific innovation**? (Key: scientific developments.) 3. What is the usual interval between the discovery of a new scientific principle and its impact on industry? (Key: an interval of twenty years or so.) 4. What example is given to illustrate the above statement? (Key: In the case of the transistor, for example, it took about that long.) 5. What period of time is meant by **it took about long**? (Key: an interval of twenty years or so.) 6. What are computers based on? (Key: on fundamental discoveries in physics.) 7. Do we know what will come out of contemporary science? (Key: we just do not know.) 8. How far back were fundamental discoveries in physics made? (Key: thirty, forty, even fifty years.) 9. What kinds of inventors are discussed in the text? (Key: the isolated inventor and the group inventor.) 10. What words are equivalent to **the isolated inventory**? (Key: the lone inventor.) 11. Is the author sue that the lone inventor has been replaced by the group? Give your reason. (Key: No, he is not; he says, "is seems…") 12. What is the potential role of the lone inventor? (Key: The original brilliant idea is still the product of one man's genius.) 13. When does science become a group and not an individual activity? (Key: as soon as a new idea is put forward.)

14. What is the Russian equivalent of a sophisticated body of information? (Key: всеобъемлющая информация.)

Reading Practice

Text 1. Read the text to yourself and be ready for a comprehension check-up.

The questions were asked by the Literary Gazette and a British scientist was reported to answer as follows.

I would not like my son or daughter to become a scientist of the kind typical in the world today. The development of science has already led to many undesirable consequences and is likely to lead to many more unless great effort is made to control the application of scientific discoveries. If, however, science could be developed in a new way to become a meaningful social activity, I would be glad to see my son or daughter doing science.

So far as the field is concerned, I think there will be a growing tendency for scientists to occupy themselves with problems which affect fairly directly the lives of people. There seems to exist a great need to develop science which deals specially with the problems of how the applications of science affect man. To cite but a few examples, there are such problems as urban development, education and, of course, the prevention of war. If the new knowledge, about the world is used for the benefit of man, rather than for death and destruction, the human race can continue to benefit from science for centuries to come.

Check up for comprehension.

1. What can you say about the form of the text and the title? 2. Is the answer to the 1st question "yes" or "no" ? 3. What are the author's reasons for this answer? 4. Under what condition would the answer be different? 5. Does the author indicate any specific science in his answer to the 2nd question? 6. What problems are considered by the author to be worth studying? 7. What necessary for science to remain beneficial for people? 8. Would you like your son or daughter to become a scientist? If so, in what field?

Text 2. Forecast in Science: Are They Worth Making?

1. Mr. A. Do you think these forecasts in science are really worth making?

Mr. B. Yes, I certainly do. But to begin with, we are first to agree **as to what us a period of time over which it is useful to make them.**

Mr. A. Well, I admit that short-range forecast for period up to, say, 5 or 10 years ahead, have often proved to be correct. However, mistakes are not uncommon either.

2. Mr. B. You are quite right and the example to come naturally to one's mind is that of the structure of proteins. After the haemoglobin structure was discovered, the structure of another protein was expected to take another 10 years to be solved. In fact, it looks only 5 years.

Mr. A. Yet it is certainly not to be concluded from this that things always happen more rapidly than they are expected to. Some took longer than predicted.

Mr. B. Moreover, quite a lot of discoveries happen quite unexpectedly. To cite but one example, remember the prediction of a "positive" electron by Dirac. Such things are not likely to be **even through of before the discovery is actually made.**

3. Mr. A. As for long-range forecasts, they don't seem to be worth making at all.

Mr. B. Well, I am of two minds about them. After all, what we try to do is to foretell a general tendency rather than a particular development. But no doubt, such forecast may sometimes prove quite wrong. The rate of our knowledge growth is sure to increase in the years to come, as it is known to be proportional to the total knowledge already accumulated. And this is the first and most important factor to be taken into consideration when we make any prognosis.

Study the following words and expressions:

Ong-range forecast – долгосрочный прогноз; to be of two minds – не иметь определенного мнения; after all – в конце концов; to foretell – предсказывать; growth – рост; in the years to come – в последующие годы; to take into consideration – учитывать;

Answer the questions:

1. What are we first to do making forecast? (Key: We are first to agree as to what is a period of time over which it is useful to make them.) 2. What is the usual period of time over witch it is useful to make forecasts? (Key: a period of up to 5 or 10 years ahead.) 3. Have short-range forecast always proved to be correct? (Key: No, they have not. Mistakes are not uncommon.) 4. Did the forecast about the time of discovery of protein structure prove to be correct? (Key: No, it did not.) 5. What was the forecast about the time of discovery of the structure of another protein? (Key: 10 years.) 6. How long did it actually take to discover the structure of another protein? (Key: It took only 5 years.) 7. What conclusion is not to be made at once? (Key: That things always happen more rapidly than they are expected to.) 8. What is the final point made about discoveries?

(Key: Moreover, quite a lot of discoveries happen quite unexpectedly.) 9. What words are relevant to the idea of "forecast"? (Key: to expect, to predict, it is not unlikely.) 10. What is the most important factor to be taken into consideration in forecasting? (Key: The rate of our knowledge growth is sure to increase in the years to come.) 11. What international words does the speaker use? (Key: tendency, proportional, accumulated, factor, prognosis.) 12. What words show that "a general tendency" and "a particular development" are in opposition? (Key: rather than.) 13. What words show that the author is certain about his views? (Key: no doubt, is sure, it is known.)

Text 3. Read the text to yourself to see whether it is science, popular science, or a joke.

A WOMAN AS SEEN BY A CHEMIST

Symbol: Wo

Accepted atomic weight: 120

Physical properties: Boils at nothing and freezes in a minute. Melts when properly treated. Very bitter if not used well.

Occurrence: Found wherever man exists.

Chemical properties: Possesses great affinity for gold, silver, platinum and precious stones. Violet reaction if left alone. Able to absorb great amounts of food matter. Turns green when placed beside a better looking specimen.

Uses: Very ornamental, useful as a tonic in acceleration of low spirits, and as an equalizer in the distribution of wealth. It is probably the most effective income reducer know.

1. Check up for comprehension.

2. What is it: science, popular science or a joke? How does the author produce the humorous effect?

3. Translate the text into Russian, indicating the words and word combinations which are to be found in serious scientific writing, but are used figuratively here.

4. There is an English word woe, beginning with the same two letters as the word woman. Can you infer the meaning of this word, from the above description.

Revise if you forget

Read the text concentrating on the negative prefixes, words and word groups. Give Russian equivalents of the italicized words.

There is no accounting for tastes. Nobody can explain why some people go into astronomy, other are interested in chemistry, still others are absorbed by archaeology. Yet there is something in common in all these inclinations and preferences, and this is *man's eternal curiosity about the unknown,* his burning desire to know *something which has never been known before, to do something no one has ever done before. This inexhaustible drive for the new and unknown* is a basic human characteristic, and it is due to *the greatest Unknown* it the universe – man's brain.

How does it work? *There is no one who would not wish* to know the answer. Why does it work differently for different people? Why can some people do *what other cannot,* and vice versa? To most questions like these *we have no answers yet. Nor can we hope* to get them soon *unless we find ways* to model the brain structure and simulate its operation more accurately then is now possible. *It is not until we have a computer* of comparable storage capacity *that* this will be possible.

Unit 4
MY RESEARCH. RESEARCH SUPERVISION

Task I. Study the following words and word combinations:

1) analysis (pl. -ses) – анализ, исследование, подробное рассмотрение;
2) critical analysis – критический анализ;
3) advanced research – перспективные исследования;
4) basic research – фундаментальные исследования;
5) to been gaged in research – заниматься научно-исследовательской работой;
6) this research covers a wide field – данное исследование охватывает широкую область;
7) after the study of the matter – после изучения этого вопроса…;
8) discovery – открытие;
9) humane studies – гуманитарные науки;
10) engineering data – технические данные;
11) pilot study – предварительное, экспериментальное исследование;
12) scientist – ученый;
13) desk study – чисто теоретическое исследование;

14) thorough examination – а) всестороннее исследование; б) тщательное изучение (материала);

15) to carry on an investigation – проводить исследовательскую работу;

16) the scientific method of inquiry – научный метод исследования.

Task II. Plan your topic as follows:

The field which you major in and the title of your future thesis:

– I work in the field of …

– My major interest is in the field of …

– My scientific research deals with the problems of … which is in the field of …

– The title of my future thesis is …

– I work under the guidance of professor …

– My tutor is …

– The research I am doing now is a part of a bigger work … / within the framework of the academic research conducted by professor … / a group of scientists…

– This work is devoted to an important problem into which too few scientists have researched until now.

– Earlier studies of this subject show that the problem has not been yet properly explored.

The main aims of your research work and the tasks to fulfill:

– My study deals with the problems of … / is devoted to the investigation of …

– It touches upon the problems of …

– The main purpose / goal / aim of it is … to find out / to define / to characterize / explore / to investigate / to analyse / to gain / …

– It is aimed at …

– I set myself a task to / of …

– The tasks that face us / that we are faced with / are as follows …

– Its objectives are the following / …

Task III. Study the text below

MY RESEARCH WORK IN THE SPHERE OF LOGISTICS

I'm a Master at Belarusian Trade and Economic University of Consumer Cooperatives. My special subject is logistics.

Logistics is a significant component of a country's economy. Almost every sphere of human activity is affected, directly, by the logistics process. Logistics management is the process of planning, implementing and controlling the efficient, cost-effective flow and storage of raw materials, in-process inventory, finished goods, and related information from point-of-origin to point-consumption for the purpose of conforming to customer requirements. As a significant component of GNP, logistics affects the rate of inflation, interest rates, productivity, energy costs and availability, and other aspects of the economy. As part of the company's marketing effort, logistics plays a key role in satisfying the firm's customers and achieving a profit for the company as a whole.

I'm doing research in logistics which is now widely accepted in all fields of economy. This branch of knowledge has been rapidly developing in the last two decades. The obtained results have already found wide application in various spheres of national economy. I'm interested in logistic servicing processes. I have been working at the problem for two years. I got interested in it when a student.

The theme of the dissertation is "Improving logistic servicing in the trade organization system". My work is both of theoretical and practical importance. My supervisor is head of the Commerce and Logistics Department. I always consult her when I have difficulties in my research. We often discuss the collected data. I have not completed the experimental part of my thesis yet, but I'm through with the theoretical part. For the moment I have 4 scientific papers published. One of them was published in the US journal. I take part in various scientific conferences where I make reports on my subject and participate in scientific discussions and debates. I'm planning to finish writing the dissertation by the end of the next year.

Task IV. Read the text again to find the answers to the following questions:

– What are you?
– What is your special subject?
– What field of knowledge are you doing research in?
– Have you been working at the problem long?
– Is your work of practical or theoretical importance?
– Who do you collaborate with?
– When do you consult with your supervisor?

– Have you completed the experimental part of your dissertation?
– How many scientific papers have you published?
– Do you take part in the work of scientific conferences?
– Where and when you going to get Ph.D. degree?

Task V. Study the text below. Give its main idea

RESEARCH AT BELARUSIAN TRADE AND ECONOMIC UNIVERSITY OF CONSUMER COOPERATIVES

The University has always focused on the quality and innovation of its teaching and research developing fruitful relationship with business and productive world by means of experimental research and technological transfer.

Research has always been linked to didactics and is a priority commitment which has allowed the University to achieve high quality results at an international level as to join the university to the business world.

Research activity constitutes a parallel path to that formed by cooperation and alliances with the regional and international industrial system. Knowing the world in which you are going to work is a vital requirement for training specialists. By referring back to the needs of the productive, industrial world and public administration, research is facilitated in following new paths and dealing with the need for constant and rapid innovation. The challenge which is being met today is developing first of all at the European level and following the Bologna process.

Our University takes part in several research and training projects collaborating with the most qualified Russian, CIS and European universities.

Task VI. Inform your colleagues:

– about the theme of your dissertation;
– scientific papers you have published;
– who is your supervisor;
– what projects you are involved in;
– if you are busy with making an experiment.

Task VII. Answer the questions:

1) What education did you get?

2) How long did your master course last?
3) What did your program of study and research include?
4) What qualifying exams and credits have you already passed?
5) Do you take part in scientific conferences?
6) What publications do you prepare?
7) How many publications do you have?
8) What is your field of research?
9) What is the main aim of your research?
10) Who is your supervisor?
11) How does your supervisor assist you?
12) What are your research interests?
13) Which journals do you read?
14) In what way do you choose articles to read-by the name of the author, by the title of the article, by the abstract at the beginning of it?
15) What is your motivation for taking a post-graduate course? Is it only because it helps in future career development?
16) What new experience and knowledge will you gain from the post-graduate course?
17) Is knowledge of English important for a Master (researcher, scientist)? Why?
18) Are you studying English only in order to be able to take you qualifying exam? (to translate articles, to make reports at scientific conferences…)?

CAREER PROSPECTS FOR POSTGRADUATES

Postgraduate sector is mushrooming today. Further study is undertaken for a variety of reasons but usually with some career aim in mind. Just getting a university degree isn't enough nowadays, many undergraduates feel an extra qualification is a way to distinguish themselves from a large number of job-hunters clutching a first degree certificate. A higher degree can open new options to them when entering the same job market as an undergraduate. Employers are increasingly looking for graduates who can hit the ground running, who can demonstrate both breadth and depth of subject knowledge.

To find the right career for you, you need to think about the occupations and jobs available – the skills, qualifications, experience and aptitudes you need and whether they are right for you. Postgraduate study is fundamental to the development of higher level skills. The process of achieving a research degree develops an enquiring mind, independence of thought, problem-solving abilities, an ability to work autonomously and

the ability to assimilate, articulate and defend new ideas. The benefits of post-graduate education are obvious: development of key skills, the chance to put theory into practice, greater understanding of career choices, valuable career contacts for the future.

Postgraduates are among the most intelligent students. They tend to be people who have succeeded academically. The view that postgraduates are other-worldly and lacking in drive is outdated, and there is evidence that employers are taking postgraduates much more seriously. Having organized their own studies, postgraduates can be good project managers, experts in analysis, and capable of working through complex processes without being intimidated.

A postgraduate qualification is one that is recognized globally and will provide an excellent route to better career prospects. The University's graduates benefit from the tradition of strong ties with business and industry. All students here receive "appropriate and relevant preparation, training and support for their development, are helped both to complete a high-quality master's or doctoral thesis and to develop a range of knowledge, understanding and skills necessary for their future employment".

The current crop of PhD students are surely busier than their predecessors, and are being required to professionalize earlier. Not only are they working to finish their dissertations within the three-year period of their awards; but engaged in other activities entirely appropriate to their stage of career: they often do teaching, attend conferences, make research trips, attend meetings. By the end of the second year of the program the postgraduates are taught to make practical progress in the number of key areas of academic endeavor, with a view to having a significant body of experience by the time they complete their degrees. By this stage of the programme they will have had experience in delivering their material in a public forum, and will have made an attempt to develop their presentation skills.

Combining subjects in a degree programme is a popular way of tailoring a course to reflect one's career aspirations. Employment opportunities demand well developed language skills. The course of a foreign language will provide a broad range of language training opportunities for all students whatever course they are taking.

Tuition also helps to focus students' minds on the key question of whether or not to further pursue academic careers. As such study involves commitment and investment of time and money, those pursuing it may well seek reassurance that it is worth the effort. It is therefore crucial to present them with opportunities to hone their skills in this area.

Students working towards a PhD have already completed a Master's degree. It is crucial that learners considering this option have a deep inter-

est in their subject and a commitment to producing a piece of original research despite the pressure to complete the dissertation on time and have a certain number of publications. It is equally important that they have a research topic which is both interesting to them, and viable in the context of a research degree.

Whatever career path a postgraduate chooses most employers are sure to value the skills he has developed while doing a degree.

Discuss with your groupmates the issue of:

a) motivating reasons for doing a post-graduate course (*to undertake further studies, career plans, to make more employable, to provide advantage, to stand out of the crowd, to enjoy the subject*);

b) qualities a young researcher must possess to be a success (*to enjoy problem solving, creative abilities, industrious, patient, inquisitive mind, a high level of intellectual ability, a high degree of organizational ability and time management, to work in a library*);

c) career prospects for post-graduates (*better career prospects, a key role, to make a person more employable, to put theory into practice, to benefit from, specific skills*).

Progress Questions

1. What are the main motives for undertaking study for master's/PhD degree?
2. What is your motivation for taking a post-graduate course?
3. Is there a difference between studying for a research degree and studying for an undergraduate degree?
4. What qualities should a post-graduate student possess and develop?
5. Do you agree that a master's qualification is a way to distinguish yourself from the large number of first degrees on the job market?
6. What are the benefits of having a postgraduate qualification in relation to future employment?
7. Do you think that most employers will appreciate the skills that you bring after your postgraduate course?
8. Why did you choose to take a postgraduate course at the BSU?
9. Do you think that now you have any definite opportunities for a career promotion?
10. Are you going to deepen your research experience and enroll for studies for another degree?

Research Supervision

Topic related vocabulary:

supervision– руководство;

research ~ – научное руководство;

dual ~ – двойное руководство;

supervisor – руководитель;

research~/adviser – научный руководитель;

thesis/dissertation – диссертация (Брит./Ам.);

production of a~ – написание диссертации;

experienced (in) – имеющий опыт (в);

to design work on the thesis – спланировать работу по диссертации;

expertise – специальные знания;

expert in the chosen area of research – специалист в избранной области исследования;

to work closely – работать в тесном сотрудничестве;

to guide – направлять, руководить;

guidance – руководство;

to formulate one's research proposal – формулировать направление исследования;

to define a programme of research – определить программу исследования;

research interests – научные интересы;

throughout the period of study – вовремя всей учебы;

responsibility – ответственность;

retaintheprime ~ – нести основную ответственность;

toshare ~ – разделить ответственность;

to gain success – добиться успеха;

to be acquainted (with) – знать, быть знакомым с;

procedure and regulations – процедура и правила (защиты диссертации);

astimulating research environment – благоприятные условия для исследования;

to provide training in research – предоставить подготовку в области научных исследований;

to monitor progress – следить за прогрессом;

to provide feedback – обеспечить обратную связь;

approach (to) – подход (к);

innovative ~ – новаторский подход;

comprehensive ~ – всесторонний подход;

to be involved in – быть вовлеченным в какую-либо деятельность;
to completeone's research – завершить исследование;
completion of one's studies – завершение исследования.

Read the text and be ready to discuss it.

When you are offered a place on any of our research degrees, you carefully match you with an appropriate supervisor who will be experienced in the field of your research interests. Your supervisor(s) will help you in formulating your research proposal and give you assistance towards successful and timely completion of your studies. Many Schools will offer dual supervision or a supervisory panel. In addition, students working in most of the Schools in the Sciences and Life Sciences will be part of a research group. We believe that this provides the opportunity for you to gain access to wider expertise and support.

Your Supervisor is usually the most important academic person-resource in your postgraduate program. He is appointed from the School's academic staff. He is also your first point of contact for a range of questions, including professional development and administrative procedures.

The main activity is, of course, independent study and the production of a thesis based on it. As a research student, you will work closely with a supervisor who will guide and advise you throughout your period of study. The supervisor will also guide you in writing your thesis, but you retain the prime responsibility for your own work. Our University has approved policies on supervisory practice which set out how the responsibilities are shared between student and supervisor. In addition to your own independent study, you will take part in the general research life of your department, and may be involved in research seminars, colloquia and other activities with your colleagues and with academic staff. At the end of your period of study, you will present your thesis for examination and be given an oral examination on it.

We regard the support of the supervisor as crucial in assisting you to complete your programme of study successfully and within the permitted length of time. However, it is also important to remember that, whatever the discipline, a research degree is an opportunity to carry out an independent and original piece of work. Supervisors can offer advice and guidance, but they will not tell you exactly what to read or how to design and carry out work on your thesis.

Your supervisor should be acquainted with procedures and regulations of writing and defending your thesis. It is expected that a supervisor and a

student meet at regular intervals so that the supervisor may advise and inform about the development of the research project. He establishes a stimulating research environment, gives advice on the choice of project and planning, ensures that appropriate facilities are available, provides training in research, consults the postgraduate, continuously monitors progress and provides structured feedback. Usually a supervisor remains aware of the student's situation and needs.

Golden rules on how to approach your supervisor

1. Always leave a meeting with your research supervisor having agreed a date for the next one.
2. Do not become romantically involved with your supervisor.
3. Don't be too independent – you need to conform, too.
4. Discuss frequency of meetings with your supervisor at the beginning.
5. If anything is interfering with your work, let your supervisors know.
6. Establish exactly what is being criticized and how to put it right.
7. Ask direct but positively constructed questions.
8. Tell your supervisor what you are discovering as you are discovering it.

Read the information about different opinions of postgraduate students on supervision.

A. I found that my supervisor's advice on reading particularly related to geographical theory and methodologies was extremely good. While researching he gave me plenty of encouragement which really boosted my confidence. Once I started to write I found that he read what I gave him fairly promptly and his comments were very pertinent, enabling me to work through my ideas more logically. He has always made time in a busy schedule to discuss any problems. More than this, he went out of his way to be helpful when I was unwell. I have greatly appreciated the time and effort he has put into helping me and also for his encouragement and support throughout the four years I have been in the School. Although I could have felt somewhat isolated because my topic has few connections with other postgraduate research being undertaken, this has been minimised by the good working relationship which has been established with my supervisor.

(final year PhD student)

B. My experience has been that this School is a good place to do research on economic geography, because of the high level of staff expertise

and their reputation and influence, which extend far beyond the U.K. Both of my supervisors have been helpful, available to answer questions, and interested in my work. I have found a joint supervision arrangement to be especially beneficial to my work, given its holistic and innovative approach, and in my opinion the School's openness to joint supervision is a real strength.

(PhD third year student)

Answer the following questions:

1) Is research supervisor a boss, or a colleague, or a friend? 2) What is your idea of an ideal supervisor? 3) What do you prefer: to have a supervisor who is the name in his field, has plenty of ideas, which he is eager to share with you, or a supervisor who knows not much about your subject, but let you make the research independently?

Discuss with your group mates the issue of a good supervisor. You may use the expressions below.

Appropriate supervisor, experienced in the field of your research interests, to guide and advise you throughout your period of study, the responsibilities are shared between student and supervisor, crucial support, to design and carry out work on your thesis, procedures and regulations of writing and defending your thesis, to establish a stimulating research environment, to provide training in research, to continuously monitor progress, to provide structured feedback, to remain aware of the student's situation and needs, to give plenty of encouragement, to boost one's confidence, pertinent comments, to appreciate the time and effort, encouragement and support, high level of staff expertise, reputation and influence, to be especially beneficial, holistic and innovative approach.

Usually your supervisor is a famous scholar and an expert in some field, he may have discovered an interesting phenomenon or law. Try to find out about his scientific interests, his dissertation, and research. This will help you establish better working environment. You may use biographies of Nobel Prize winner Joseph E. Stiglitz and Professor Eglit, as models for describing expertise, research and academic career of your supervisor.

Reproduce the information about a research supervisor making use of the topical vocabulary.

Научный руководитель. Кто он?

Для того чтобы не растеряться в огромном количестве информации, у каждого аспиранта есть научный руководитель – опытный педагог и ученый, который может помочь определиться с темой, выбрать методики исследования, дать советы по организации эксперимента, а возможно, порекомендовать некоторую необходимую литературу. Однако научный руководитель лишь направляет аспиранта, помогает ему сориентироваться, но не делает работу за него.

Итак, научный руководитель – это тот, кто должен осуществлять руководство научной деятельностью аспиранта с высоты своего опыта помогать ему двигаться к намеченной цели. Обычно им становится доктор наук (причем тех же наук, ученую степень на соискание которых собирается получить аспирант). Но в некоторых случаях (которых немало), им может быть и кандидат наук.

Научных руководителей может быть и два, особенно если диссертация защищается по двум специальностям, как сейчас модно. Помимо научного руководителя, у аспиранта может быть и научный консультант.

Научные руководители утверждаются ученым советом УВО в самом начале обучения в аспирантуре вместе с темой диссертации.

Существуют два типа научных руководителей.

Первый тип наиболее удобен для аспиранта – такой научный руководитель во всем помогает своему подопечному: проверяет данные его эксперимента, помогает их интерпретировать, находит для него возможности публиковаться, правит статьи, советует, как сформулировать цель, задачи, гипотезу исследования и т. д. Аспиранту, имеющему такого научного руководителя, живется легче, но при этом от него требуется и меньше творчества. В результате такой аспирант может так и не приобрести навыков самостоятельных занятий научной работой.

Второй тип научных руководителей можно назвать ленивыми – они не удосуживаются даже почитать материалы диссертации, отделываются от своего ученика общими советами. Аспирантам с таким научным руководителем очень трудно, особенно на начальном этапе обучения, но в дальнейшем, если такому аспиранту все же удастся написать и защитить диссертацию, он будет являть собой тип сформированного научного работника.

Лучше, конечно, если ваш научный руководитель представляет собой нечто среднее между двумя крайними типами, описанными выше.

Write an essay on the topics suggested below:

- your idea of a good supervisor
- your experience working with the supervisor

Progress Questions

1. What is the educational background of your research advisor?
2. What is the field of his/her research?
3. What were the main findings in his doctoral research?
4. When did he finish his research to obtain the degree of Doctor of Sciences?
5. As an assistant professor/full professor of the BSU, is he/she invited to go to other universities in Belarus and abroad to deliver his lectures?
6. Is he/she known for his/her research only in Belarus or any other foreign countries? Which ones?
7. Does he/she often go to the international scientific conferences?
8. How many post-graduate students and future doctors of sciences are supervised today by him/her?
9. How many scientific articles, monograph books, etc. has your research advisor published?
10. What are the main books/articles of your scientific advisor?
11. Did your scientific advisor get any prizes or awards for his/her research?
12. In what way does your research advisor assist you in your research?
13. Are you planning to publish any joint articles or take part in any conference(s) together?
14. What would you like to copy from the professional style of your advisor? What traits of his character would you like to develop in yourself?

Unit 5
PRESENTATION.
MAKING AN EFFECTIVE PRESENTATION

Presentation is any formal talk in which you describe or explain something to a group of people.

The ability to make a presentation is a key business skill that enables you to communicate information, present ideas and persuade people of the strengths of your argument. There are several points you need to understand and follow.

They are:

1) the aim of any presentation is to describe or characterize an object or an idea.

2) a presentation should have a clearly-defined structure with three main sections:

- Introduction in which the objectives are made clear
- Body with three or four main points
- Conclusion with a strong summary

3) to make a presentation effectively you need to get prepared

- Make a plan of your talk
- Write detailed notes of what you will say
- Use clear and simple language with short sentences
- Practice your presentation to make sure that your talk fits the time
- Schedule

4) Giving your presentation you should

- Speak clearly and fairly slowly
- Face the audience and make eye contact with them
- Do not read from the script

The main objective of making a presentation is to relay information to your audience and nothing is more likely to capture and hold their attention than your enthusiasm for the subject. Do not get too carried away with your presentation – plan to lead your audience with your enthusiasm rather than overwhelm them with it. Authoritative knowledge usually speaks for itself, so there is no need for you to drop names or academic references if you really know your subject. You will gain credibility if you handle questions adeptly, so be well-informed and well-prepared.

Do you know that every adult audience has a limited attention span of about 45 minutes. In that time, they will absorb about a third of what you said, and a maximum of seven concepts. Limit yourself to three or four main points, and emphasise them at the beginning of your speech, in the middle, and again at the end to reiterate your message. Try to find a catchy title that sums up your speech, but avoid being too clever or too obscure. «The Role of TQM in BPR» is fine for managers in your company who know that you are intending to talk about the concepts of total quality management and business process re-engineering, but it is no use making your title so cryptic that you confuse even the most informed audiences.

Think laterally when structing your speech. Choose familiar images to support your ideas. Look outside your original field of research for anologies that.

Remember that your presentation should have:

- a clearly – defined structure;

- an impressive introduction;
- a short but strong conclusion;
- helpful visuals or PowerPoint slides.

Clarifying objectives

Before you prepare for a presentation, it is important that you think about your objectives. What do you want to communicate to your audience? Decide what you want to achieve:

- Inform – you are providing information for use in decision making, but are not necessarily advocating a course of action.
- Request for a specific action by the receiver.
- Persuade – to reinforce or change a receiver's belief about a topic and, possibly, act on the belief.
- Build relationships – some messages you send may have the simple goal of building good-will between you and the receiver.

Preparation

A successful presentation needs careful background research. Try to allocate reasonable time for that, and explore as possible, from press cuttings to the internet. It is recommended that one should start by reviewing one of the leading books on the subject of presentation, and look at its bibliography, on dusty old books – explore new sources on the internet to glean the latest information and to enliven your presentation.

Once you have completed all your research, you are ready to start writing for speech bearing in mind the difference between spoken and written language.

Use simple, direct sentences and the pronouns «you« and «I». Do use active verbs. Sprinkle your speech liberally with adjectives. Do not began a sentence with a subordinate clause or with any statement that could be put in parentheses. Do not use jargon or inappropriate language.

Structuring your presentation

There are different ways in which you can structure your 3–4 main points. You may introduce them separately, either one after the order of importance, or chronologically, or in any other sequence that makes sentences that sense. If you want to emphasis one particular point, present it first. Alternatively, you can interweave to your points to highlight their equal significance.

Most presentations start with a brief introduction and end with a brief conclusion. The introduction is used to welcome your audience, introduce your topic/ subject, outline the structure of your talk, and provide guidelines on questions. Plan an effective opening, use a joke or an anecdote to break the ice, remember, though, that the audience is not at its most alert at the very beginning of your speech, so save your strongest point for a few minutes into the presentation.

It is important that you should incorporate clear signposts into your talk, plan a logical flow of ideas and themes to help the audience follow your presentation easily. Introduce new subjects/ topics/ ideas by making clear signposts at the beginning and end of each stage of your presentation. Recapping information is aneffective way of reinforcing the main ideas of your presentation. You should build some repetition into the framework of your talk, sum up each point before introducing a new one. However, simply repeating the information you have already delivered in the main body of your speech is not enough. Use different wording to keep the ideas sounding fresh, yet familiar.

1. Introducing yourself

– On behalf of myself and … , I'd like to welcome you.

My name's … .

– Hi, I'm … . Good to see you all/

– Good morning everyone. Let me introduce myself.

My name is … .

– I am a specialist in … .

2. Introducing the topic

– This morning I'd like to outline the campaign concert we've developed for you.

– I'm going o tell you about the ideas we've come up with for the ad campaign.

3. Giving the "menu"

– I've divided my presentation into three parts.

– I'm going to divide my talk into four parts.

– First I'II give you … ; after that … ; finally … ;

4. Inviting questions

– If you have any questions, please don't hesitate to interrupt me.

– If you have any questions, don't hesitate to ask.

– If you're not clear about anything, go ahead and ask any questions you want.

Delivery

The general tone and style of your presentation can reinforce the purpose of your speech. If you want to pass on information then you need to take a logically consistent, well-structured approach to your subject matter. If you want to inspire the audience, keep the content of your speech positive and pitched at a level at which they can respond personally and emotionally. By structuring your speech in certain ways, you can elicit the response you want from the audience. For example, if you are providing your audience with new information, you may them to ask questions at the end of your speech.

Whet their appetites for the subject by not telling them everything they need to know immediately, but encouraging them to be inquisitive. Each successful presentation has three essential objectives: the three Es – to educate, to entertain, to explain.

An effective presentation is usually accompanied by PowerPoint slides. If done correctly, the slides can be a powerful visual component of your presentation. The purpose of your PowerPoint slides is to present information, focus on the subject of the presentation, provide visual aids, illustrate points, or provide backup. Slides should emphasize your message, highlight key points or reinforce what you are saying, not repeat it.

The following guidelines, if followed, will male your presentation more effective.

General requirements

- Keep the content of the slide simple and concise; use a different slide for each primary idea.
- Do not read you presentation off the slide, because if you're only going to read from the slides, then you'd better send the audience the slides!
- Create a title slide that contains the title of the presentation, your name and title.
- Last slide should be a closing slide with "Questions?" or "Thank you".
- Each numbers should be in the lower right corner of each slide.

Style requirements

- Keep it short and to the point, include only key words, phrases or short simple sentences, avoid complete sentences.
- Use a simple outline format with bulleted phrases.
- Use the dame part of speech to begin bullets, such as an active verb.

• Use no more than one topic per slide, use a different slide for each primary idea.

• Use no more than one graphic image or chart per slide.

Fonts

• **Font style should be readable even at the back of the room**

– Recommended fonts: Arial, Tahoma, Verdana, Garamond, New Times Roman.

– Choose a font that is suitable for the tone of your presentation

• **Font size**

– Titles – 36 to 40 points;

– Subheads – 28 to 36 points;

– Body text – 24 point minimum.

Don't sacrifice readability for style

• Avoid using ALL CAPITAL LETTERS even for headings.

• Avoid script type fonts.

• Avoid using italics.

• Avoid using anything smaller than an 18 point font.

• Stick to fonts that are common to every computer.

• Stick to two, or at most, three fonts for the whole presentation.

• Choose a different font for the headlines and the bullet points.

Reader-friedly color

• A light background will help make the slide legible from back of the room and also male any slide easier to read. Do not use a colour background.

• Black (or dark-coloured) words are the easiest to read; red and yellow may be difficult to see for individuals who are colour-blind who are sitting in the back of the room.

Illustrate points vividly. People process information in many ways. Some learning visually, others learn by listening, and the kinesthetic types prefer to learn through movement. It's best to provide something for everyone. Visual learners do not learn from bullet points alone; they learn from pictures, graphs, and images. Auditory learners do not learn from listening to sound effects of your PowerPoint presentation. Instead, they learn from listening to an engaging speaker whose voice is powerful and

who captivates their curiosity. And, kinesthetic learners do not learn from the movement of words on a slide. They like to be involved and participate.

So invite audience participation. Some might be afraid that they have nothing important to contribute or that they will appear foolish in front of others. They may also be disinterested in what's going on; they may feel they don't have a "stake" in the outcome. While there is no one solution to the problem, there are several things that can be done to enhance communication. Start by "Are there any questions?".

Learning an impression. It is the final impression that you leave in the minds of your audience that lingers the longest, so make sure that it is a good one. Before delivering the presentation, spend time working on the final sentences of it so that you can deliver them perfectly. Combine pauses, intonation, and verbal devices such as alliteration in your summary to create a memorable "package" for the audience to take away with them. In this way, you **message will get across** – and your reputation as a speaker will be enhanced.

An effective presentation should have a short but strong conclusion. The way you end your speech is very important to effective presentation. Here you can find some ideas how to make an effective conclusion.

1. Signal that you are coming to the end.
2. Summarise the main points.
3. Explain details again.
4. Add something new.
5. Ask for questions.
6. Make a strong final statement.
7. Thank the audience for listening.

The phrases below can be useful for organizing the conclusion of your presentation.

1. Well, I think that's all I have to say.	2. Well that was my final point. So I'll just give you a brief summary.
3. So to sum up …	4. My conclusion is …
5. I'll just explain again …	6. Do you have any questions?
7. Thank you for your attention.	8. Thank you for listening.

A strong ending to your presentation is as important as an effective beginning. You should alert your listeners to the fact that you are about to finish your presentation and summarise the main points. They will be given the opportunity to catch up on any points they may have missed during your speech.

Provide relevant examples to reinforce your main points. Finally, use items of particular interest or apple, which are not essential but will enhance audience enjoyment of your presentation, to add humour and topicality to your speech.

Post-reading

1. ***Answer the following questions*****.**

– What ends do presentations usually server? Which one(s) is (are) most hard to achieve? Why?

– What are the essentials of effective communication?

– How can a presenter keep and hold the attention of his/her audience?

– How would you deal with 'loaded' questions?

– What linguistic features of a presentation should any speaker keep in mind? Why?

2. ***Suggest effective ways of breaking the ice (establishing rapport) with audience*****.**

3. ***Work in group of two or three. Prepare a five-minute presentation on a company owned, controlled, and operated by member of one or several families. Speak about the problems they have or had, and the success they achieved. Pay special attention to the beginning of the presentation. Practise your presentation, they make your presentation to the other groups. The phrases below can be useful for organizing the introduction of your presentation*****.**

Unit 6
ATTENDING A CONFERENCE

Topic related vocabulary

conference – конференция;
to hold a ~ – проводить конференцию;
to organize ~ – организовать конференцию;
to host ~ – быть принимающей стороной (устроителем) конференции;
to sponsor ~ – спонсировать конференцию;
to take part (participate) in ~ – принимать участие в конференции;
annual ~ – ежегодная конференция;
regular ~ – очередная конференция;
forthcoming ~ – предстоящая конференция;
participant/attendee – участник конференции;

organizing committee – организационный комитет;

preliminary announcement (Br.)/ **call for papers** (Am.) – информационное письмо;

report –доклад;

to deliver/present a ~ – выступить с докладом;

abstract (s) of the ~ – тезисы доклада;

style guidelines – требования к оформлению тезисов;

paper(s) – научная работа(ы), доклад(ы);

contributed ~ – доклады по инициативе участников;

invited ~ – доклады по приглашению;

poster ~ – стендовые доклады;

review ~ – обзорные доклады;

agenda – повестка дня;

tentative/provisional ~ – предварительная повестка дня;

letter/notification of acceptance or rejection – уведомление о принятии (доклада) или отказа;

registration – регистрация участников конференции;

~fee – взнос участника;

location and hours of – время и место регистрации;

opening/welcoming address – вступительное слово;

working language – рабочий язык;

simultaneous translation – синхронный перевод;

to take the floor – выступить, взять слово;

speaker – докладчик;

plenary session – пленарное заседание;

workshops– секционные заседания/мастерская/семинар;

discussion – обсуждение;

panel ~s – обсуждение докладов специалистами;

round-table ~ – обсуждение за «круглым столом»;

peer- ~ – коллегиальное обсуждение;

issue/problemunder ~ – обсуждаемая проблема;

to exchange opinions (on) – обменяться мнениями;

totalkshop – говорить на профессиональные темы;

social program(me) – культурная программа;

to arrange a visit – организовать визит;

to fix the date – установить дату;

to close a conference – закрыть работу конференции;

final sitting/session – заключительное заседание;

closing speech – заключительное слово;

conference proceedings – сборник трудов конференции.

Academic Conference

Conference as a form of organization of scientific activity has been known for many centuries. The first historically recorded conference was in 416 BC in Greece.

A conference is a meeting of people that "confer" about a topic. An academic conference is a conference for researchers to present and discuss their work. Together with academic or scientific journals, conferences provide an important channel for exchange of information between researchers.

Conferences are usually organized either by a scientific society or by a group of researchers with a common interest.

The meeting is announced by way of a "Call For Papers" or a "Call For Abstracts", which lists the meeting's topics and tells prospective presenters how to submit their abstracts or papers. A call for papers (CfP) is a method used for collecting articles or conference presentations. A CfP usually is sent to interested parties, describing the broad theme, the occasion for the CfP, formalities such as what kind of abstract (summary) has to be submitted to whom and a deadline. Prospective presenters are usually asked to submit a short abstract of their presentation, which will be reviewed before the presentation is accepted for the meeting. (An abstract is a brief summary of a research article, thesis, review, or any in-depth analysis of a particular subject or discipline, and is often used to help the reader quickly ascertain the paper's purpose).

Generally, work at the conference is presented in the form of short, concise presentations lasting about 10 to 30 minutes, usually including discussion. The work may be published in the conference proceedings, the latter being the collection of academic papers that are published in the context of an academic conference. They are usually distributed as printed books after the conference has closed. Proceedings contain the contributions made by researchers at the conference. They are the written record of the work that is presented to fellow researchers.

Often there are one or more keynote speakers (usually scholars of some standing), presenting a lecture that lasts an hour or so, and which is likely to be advertised before the conference. Panel discussions, roundtables on various issues, workshops may be part of the conference.

A large meeting will usually be called a conference, while a smaller is termed a workshop. They might be single track or multiple track, where the former has only one session at a time, while a multiple track meeting has several parallel sessions with speakers in separate rooms speaking at the same time.

Conference activity forms an important part of the career of any academic; for postgraduates it is an important way of participating in academic debate, and "showcasing" their own work. Conference is a way of raising their individual profiles, and a springboard for future publications. "Conference culture" acquisition suggests the development of communication and oral presentation skills of postgraduates, abilities of delivering material in a public forum and defending their ideas.

One of the participants recorded the conference work. Here is a script of the welcoming speech by the conference Chairman.

Ladies and Gentlemen,

I've been privileged to declare the conference open. On behalf of the Organizing Committee and in my own name I welcome the guests and the participants of the conference. I consider it a great honour to speak today. I believe at this assembly you will be provided with an ample opportunity to exchange opinions and discuss scientific and organizational issues of mutual interest. Could there possibly be a better forum for discussing research issues.

My pleasant duty as a Chairman is to introduce to you our honorable guest Professor Flowers from Kingston University, England.

Now let we remind you of the conference agenda and explain briefly the work to be done. I ask those taking the floor to keep to the point, to avoid digression. The working language of the Conference is English, simultaneous translation into Russian has been arranged for users of the Russian language. I invite the speakers to be brief.

I wish you every success.

While taking part in the discussion the participants are supposed to make use of the following colloquial phrases:

1. I'm (particularly) interested in this problem.
2. I should (would) point out (emphasize) that …
3. I think (suppose, presume) that …
4. I believe that…
5. I must say that…
6. In my opinion…; as for me…; to my mind…
7. I hold (am of) the same opinion.
8. I could comment on the question.
9. If I understand you correctly…
10. If I am not mistaken…

11. That's right; exactly; quite so; quite right; quite true.
12. I (quite, fully, entirely) agree with you; I think so, too.
13. I can't but agree with you.
14. I don't think so; I don't agree; I disagree.
15. I can't agree with you.
16. I'm afraid, you are wrong there.
17. I doubt that…
18. It's unlikely that…
19. Will you allow me to take the floor, please.
20. I should (would) like to ask you…
21. I should (would) like to ask you a question…; I am going to ask you a question…
22. I have a question…
23. I have a question and a comment (a remark) to make.
24. I should (would) like to know…
25. Could you clarify your point of view?
26. What is your opinion on..?
27. What in your opinion is the reason for..?
28. Do I understand you correctly that..?
29. Do you agree to that?
30. Do you consider that…?
31. Would you tell us how…?
32. I wonder why…

Below you will find the text contributed by one of the former postgraduates who wanted to share his experience in attending a conference:

You know, any scientific conference is an important event in the researcher's life, especially in post-graduate student's activity. It provides an opportunity for exchanging opinions with more experienced colleagues and gives impetus to valuable discussions.

I've taken part in several conferences, both as an organizer and as a participant. But now I'd like to dwell upon my first experience in attending an international conference of young researchers held under the auspices of the BSU. The initiative to convene the conference belonged to the University Academic Council. Thus, an organizing committee was formed which sent the so-called "Preliminary Announcement" to all the establishments concerned with a view of supplying potential participants with general information about the conference. From the announcement I learnt such important things as the main programme of the conference, orders of plenary sessions, rules for scientific contributions, requirements to submitted abstracts, information about registration fees, hotel reservations, etc. It was

very important for me as a post-graduate student that the abstract would be published in Conference Proceedings.

I immediately filled in the preliminary application form and mailed it without delay. After that I was to submit a short abstract of my paper (one printed page) before the deadline.

Finally, my abstract was accepted and I started preparing my report.

I will never forget the first conference day. The conference started at 9 a. m. with the registration of attendees. Before the plenary session I had some time to get acquainted with other participants, to look through the latest information, to buy some booklets about the conference work. I was particularly interested in the workshop on criminalistics, since it is my special field. There were more than twenty scientific contributions to our workshop, all of them being on topical problems of criminalisticsand applied sciences. According to the workshop schedule I was the last to speak. All the reports were followed by discussions, mine wasn't an exception. I was asked several questions and did my best to answer all of them. I spoke without even looking into my notes and tried to make my reasoning very clear.

I also attended a poster session and found it of particular interest because I managed to study numerous texts of the papers supplied with diagrams, drawings, schemes and photographs.

The final session with review papers was truly rewarding for it summarized all that had been going on not only at the conference but also in the field of law for the past twelve months.

In conclusion, I'd like to say that I liked a specific atmosphere of the conference characteristic of any scientific meeting: groups of delegates discussing something, the sight of prominent scholars surrounded by their followers, talks, smiles, greetings, exchange of opinions.

Check the knowledge of the topical vocabulary identifying English equivalents for the following Russian ones:

- получить приглашение;
- участвовать в конференции;
- поделиться опытом;
- под эгидой;
- быть устроителем конференции;
- заинтересованные учреждения;
- информационное письмо;
- пленарное заседание;
- секционная работа;
- рабочий язык конференции;

- организационный взнос;
- тезисы доклада;
- сделать сообщение;
- обсуждение за «круглым столом»;
- стендовые доклады;
- культурная программа;
- подводить итоги работы конференции;
- заключительная речь.

Translate the sentences from Russian into English and try to use them while speaking about your personal experience in attending a conference.

1. Международная научно-практическая конференция по правовому обеспечению создания свободных экономических зон пройдет в Белорусском государственном экономическом университете в мае 2011 г.

2. Принимающей стороной конференции выступит БГЭУ.

3. Организационный комитет уже разослал информационное письмо всем заинтересованным учреждениям.

4. Информационное письмо содержит сведения о примерной программе конференции, дате и месте проведения, требованиях, предъявляемых к оформлению тезисов, условиях оплаты расходов на проезд и проживание.

5. Как правило, принимающая сторона предоставляет участникам конференции жилье по минимально возможной цене, но не покрывает расходы на проезд.

6. По окончании работы конференции печатаются тезисы докладов.

7. На пленарное заседание выносятся наиболее значимые доклады приглашенных участников, присланные сообщения заслушиваются на секциях. За докладами следуют прения, вопросы.

8. Докладчику необходимо придерживаться регламента, поскольку на доклад предоставляется не более десяти минут.

9. Сегодня большой популярностью пользуются так называемые стендовые доклады.

10. Любая конференция предоставляет возможность обменяться мнениями по актуальным научным проблемам, доложить о полученных результатах.

11. Молодому ученому очень полезно участвовать в обсуждениях научных проблем за «круглым столом», высказывать свою точку зрения, поддерживать либо выступать в роли оппонента выступающего.

12. Участникам конференции предлагается разнообразная культурная программа: организуются встречи, экскурсии, посещения достопримечательностей города.

13. По окончании работы конференции проходит заключительное заседание, где с заключительной речью выступает председательствующий, и подводятся итоги работы.

Speak on the latest conference you have attended according to the plan:

– preliminary announcement;
– conference status;
– host of the conference;
– conference sponsors;
– number of participants;
– registration fee;
– accommodation provided;
– problem field of the conference;
– conference agenda;
– ways of presenting one's reports, abstracts;
– plenary session; workshops;
– conference proceedings.

Exchange opinions with your fellow students on the following issues:

– role of conferences in young researchers' lives;
– functions of an organizing committee;
– requirements to submitted abstracts and papers;
– your personal experience in attending conferences;
– your first report delivered at a conference.

Progress Questions

1. What is an academic conference? Who usually organizes/convenes academic conferences?
2. How do prospective participants get to know about the conference?
3. What information does a preliminary announcement contain?
4. Who is the preliminary announcement usually sent to?
5. What is the routine conference agenda? How is the work of the conference organized?
6. What is an abstract? What is the procedure of presenting abstracts or papers to the conference?
7. What are conference proceedings? When are they published and distributed?
8. What is the role of academic conferences in the activity of a young researcher?

9. Have you ever participated in a conference? What kind of conference was it?

10. What workshops did you attend? Did you make a presentation?

11. Was your abstract published in the conference proceedings?

12. What was your impression of the conference? What experience did you gain?

Unit 7
INTERNATIONAL COOPERATION. EXCHANGE PROGRAMMES. STUDY AND RESEARCH VISITS

As international contacts become an integral part of modern life there are growing possibilities to take part in various exchange programmes. Every researcher is interested in the achievements of his colleagues abroad. A study or research visit provides an excellent opportunity to get acquainted with foreign experience in one's special field. International scientific cooperation is the key trend in the development of modern world science. The BSU maintains close contacts with a wide range of universities abroad. German, Austrian, Polish, British, American universities encourage our students and post-graduates to participate in scientific exchange programmes.

From this section you will learn about requirements to applicants, papers to be submitted, anticipated visit outcomes, follow-up activities.

Topic related vocabulary

exchange program(me) – программа обмена;

to do research on the~ – стажироваться по программе обмена;

study/research visit – академическая/научная стажировка;

application – заявка на участие;

to enclose documents with the ~ – приложить документы к заявлению;

applicant – претендент;

supplementary documentation – дополнительная документация;

resume – резюме; *амер.* сведения о профессиональных достижениях претендента;

curriculum vitae (C.V.) – краткая автобиография;

selection panel – отборочная комиссия;

deadline/closing date – конечный срок (подачи документов);

athree-month visit – трехмесячная стажировка;

to fund the program(me) – финансировать программу;

to bear/coverexpenses – оплачивать расходы;

to provide accommodation – предоставлять жилье;

to stay at a hotel/halls of residence – останавливаться в отеле/ гостинице для студентов;

in cooperation with – в сотрудничестве с кем-либо;

to fill in the form – заполнить анкету;

to be introduced to the staff – быть представленным коллективу;

to show round – показать (провести по);

to arrange a visit – организовать посещение;

collaboration – совместная работа;

research project – научно-исследовательский проект;

identical approach – идентичный подход;

to be of mutual interest – представлять взаимный интерес;

related fields – сходная проблематика;

to give a freehand – предоставить полную свободу действий;

to maintain permanent contacts – поддерживать постоянный контакт;

to conduct joint experiments – проводить совместные эксперименты;

to have a very busy time – быть очень занятым;

to be absorbed in work – быть поглощенным работой;

to get the material ready for publication – подготовить материалы к опубликованию;

report on a research visit – отчет о стажировке.

Do you know what an exchange program is?

Exchange Programs

A student exchange program generally could be defined as a program where students from university choose to study abroad in partnered institutions. The term “exchanges” means that partnered institutions exchange their students, but not necessarily the students have to find a counterpart from the other institution to exchange with. Student exchanges became popular after World War II, and have the aim of helping to increase the participants’ understanding and tolerance of other cultures, as well as language skills and broaden their social horizons. The participants can either apply for a scholarship or be self-funded. An exchange student can live in a hostel, affordable apartment/house or student lodge. An exchange student

typically stays in the host country for a relatively short period of time, often 6 to 10 months. Some students on exchange programs can receive academic credit from the country they study in. Most programs expect the prospective exchange student to demonstrate some ability to speak the language of the country they choose. Objectives of study visits can be described as follows: to enhance the educational experience of student; to strengthen the networking between students and universities; broaden personal and educational perspectives; explore, appreciate and understand different cultures; to enhance the ability of the student in second language learning; to eliminate fear and prejudice among nations; enable student to experience international education.

Students' experience and testimonials

Here are some testimonials of students who have been involved with student exchange programs. Other testimonials could be read on the websites of universities that offer these programs.

"I spent the semester at the University. I had been studying Spanish prior to going to Mexico but for some reason just could not manage to say a word. For me the best decision I made was to stay with a host family. Together with my host family and my Spanish teachers I was soon speaking Spanish. It was beneficial that classes were small and help was always available. What I enjoyed most about my whole time in Mexico would have to be the wonderful people I met and the new culture I was able to experience."

"I would definitely recommend a study program to other students, but I would emphasize that the success of an exchange depends mostly on yourself and your attitude. A positive attitude and a willingness to adapt and learn are crucial to making the most of your time. And don't be afraid to try new things or befriend people you wouldn't expect."

"Being on exchange… forces you to explore, experiment, to change, grow, and develop. One of the greatest benefits of my participation in the AIIU exchange program was the independence and understanding that I gained while learning to navigate and enjoy a culture and country so different from my own. Whenever I look back on my experience I can't imagine where I would now be in life and who I would be as a person if I hadn't participated."

(Australian Institute of International Understanding (AIIU) Exchange program with Japan).

Progress Questions

1. What opportunities can a research visit provide?
2. Where is it possible to find information about research visits, exchange programs?
3. What papers are necessary to prepare to apply for a program?
4. What supplementary documents should be included with the application form?
5. What paper is usually presented before a research visit?
6. What is the final document which every visiting researcher should provide?
7. Are you sure that any scholar benefits from a research visit? What qualities can a person acquire?
8. Have you ever participated in an exchange program/ research visit? Do you have an intention to apply for?

Finish up the following sentences with the information on your research project.

1. The purpose/aim/intention of this paper is …
2. This paper deals with …
3. This paper/report contains/outlines/examines/assesses …
4. The methods used for … are discussed …
5. The results of … are presented …
6. The results indicate the dominant role of …
7. Data on … are discussed
8. It is (therefore) felt/believed/apparent/obvious that …
9. The author concludes by saying …
10. To conclude/to sum up/in conclusion/on the whole attention is drawn to the fact …
11. Our recommendation is that … should be …

Read the text and use this information while speaking about your research:

RESEARCH PAPER

The final aim of post-graduate studies is production of the dissertation and its defence. On the eve of the defence procedure abstract of the thesis is to be issued, it being a digest of the research made. Since abstracts are

designed in accordance with the established pattern, in the abstract a researcher is to reflect certain scientific points: to state the purpose of the investigation, define its subject, object, describe the methods applied, ground its topicality and novelty, present personal findings, state the practical value and possibilities for further research.

In the present section the lexical means to help you speak on the topic of your research are introduced.

1. Presenting the topic of your research.

n.:	study, investigation, research, paper
v.:	to deal with, to be devoted (to), to study, to investigate, to undertake, to examine
adj.:	detailed, thorough, extensive, comprehensive, preliminary, brief
adv.:	in detail, thoroughly, carefully, accurately

The paper deals with …

The study is devoted to …

The investigation studies …

The research of … is dealt with in the paper.

An extensive study of the problem of … has been undertaken in the paper.

A comprehensive analysis of … has been presented in the research.

The case of … has been thoroughly studied in Chapter 2.

The investigation deals with …

… are dealt with in detail in the present research.

2. Defining the purpose of the research.

n.:	aim, purpose, task, goal, objective
v.:	to determine, to reveal, to establish, to describe, to provide, to present, to be designed (for) …, to be intended…, to be aimed (at) … .
adj.:	main, chief, primary, principal
conj.:	in order, so that

The aim of the study is to determine the value …

The research is aimed at revealing the ways of …

The main purpose of the paper is to establish the regularities/the difference in …

The investigation is designed to simplify the procedure of …

The chief task of the research is to reveal the causes of …/ the essence of …

The research is intended to eliminate ambiguity … / undesirable effect …

The research is aimed at providing evidence for … / new facts in support of …

The aim of the investigation is to present systematic description of …

3. Explaining the topicality and novelty of the research.

n.:	topicality, novelty, merit, comparison, innovation
v.:	present, offer, combine, compose, resemble
adj.:	fundamental, chief, main, essential, obvious, certain, ordinary, standard, former, previous, expected, analogous (to), similar (to), identical (with)
adv.:	formerly, previously, usually, commonly (used)

We offer a fundamentally new approach …

The essential merit of our work is …

The approach is not similar to that previously used …

The novelty of the research can be seen …

The research compares favorably with …

Explanation is offered for …

Since previous works suffered from considerable limitations …

We tried to interpret the phenomenon of …

We intended to overcome the difficulty of …

Advantages and limitations of … are discussed for the first time …

In contrast to identical works in the field of … our understanding provides …

As opposed to commonly recognized classification …

Unlike commonly recognized definition of …

4. Describing methods applied.

n.:	method, technique, approach, procedure
v.:	apply, present, follow, employ, use, allow, permit
adj.:	general, main, additional, modern, appropriate, reliable, effective, improved, promising, adequate, up-to-date, conventional, unconventional

Modern methods of scientific analysis have been applied …

Unconventional approach to … has been presented in the paper.
Appropriate technique has been used …
Reliable methods of analyzing facts of …
The comparative method is useful in …
Methods of empirical and systematic analysis were used …
The approach is especially helpful when …
The approach is more flexible and permits …
The methods of synchronic and diachronic analysis used in the study allow/permit …
The technique is best suited in evaluating …
Comparison is made of the method generally adopted with that used in the investigation.
We have applied an alternative method which …

5. Describing your findings.

n.:	theory, hypothesis, correlation, discrepancy, assumption, findings, data, evidence, viewpoint, model, function, basis, dependence, influence, effect, interrelations
v.:	assume, present, provide, report, check, produce, verify, extend (to), find, establish, generate, produce, reveal
adj.:	primary, simple, complicated, accurate, satisfactory, certain, preliminary, convincing, contradictory, ambiguous, similar, general, complete, full, variable
adv.:	especially, particularly, specially

It was found that …
The data obtained enables us to determine the nature of …
Our findings provide evidence for …
Our findings make possible the application of …
An analysis of … indicated that …, which made it possible …
The principal advantage of the approach based on …
Of special importance for … is …
Of particular value for … is …
The present observation supports the viewpoint …
Obviously, it's due to the fact that …
The influence of … on … has been revealed.
Little dependence of … on … has been observed.
This phenomenon is closely connected with …
The validity of the assumption was questioned …
The study has revealed a better understanding of …

These discrepancies are caused by …
The findings are in agreement with …
Certain correlation between … and … has been established.
From the analysis of the data it was determined that …

6. Recommendations for further application and research.

n.:	application, use
v.:	apply, use, suit, fit, enable, employ, permit, allow, serve
adj.:	helpful, applicable, wide, promising, limited, possible

The findings may find practical application in …
The present investigation enables us …
This approach is applicable to …
The method can be used in the studies on …
The approach is best suited for the investigation of …
The findings are especially helpful when …
Another method of treating … is recommended.
The approach will make it possible to …
Our observations can be particularly efficient when investigating…/for the study of …
We make a suggestion as to how …
… can be used (can be of use) if we study …
… can be helpful to determine …
It is suggested that … should be

7. Reporting on the results of your research, drawing conclusions.

n.:	result, conclusion, viewpoint, opinion, assumption, correctness, proof, evidence
v.:	obtain, present, provide, report, check, collect, summarize, sum up, find, extend (to), state, confirm
adj.:	final, certain, complicated, convincing, satisfactory

It has been shown that …
It's concluded that …
The results obtained show/confirm/indicate/make it possible to conclude/to draw a conclusion that …

Thus, it may be stated that …
Therefore we came to a conclusion that …
The above said led us to a conclusion …
As a consequence, a conclusion is made …
Results from experiments prove …
These factors are shown to be irrelevant to …
… were described with particular emphasis on …
New data on … were obtained.
As a result of the investigation it was observed …
As a result of the study some practical recommendations can be given.
The results indicate that additional work is needed to improve/perfect
We reported our results at …
To sum up, …

ENGLISH GRAMMAR: WHAT IS SPECIFIC FOR ECONOMICS?

Наибольшую сложность в экономическом английском языке вызывает правильное использование различных временных конструкций. Многообразие английских времен зачастую ставит в тупик даже продвинутых экономистов. Наилучший способ ощутить ситуацию, когда целесообразно применять ту или иную временную форму английского языка, особенно языка экономической литературы и экономического общения, – это проанализировать типичные примеры, где эта грамматическая конструкция встречается.

Рассмотрим характерные грамматические построения экономического английского языка на следующих примерах, описывающих самые распространенные случаи их использования. Акцент делается на наиболее употребляемых временных конструкциях, вызывающих, как правило, чувство дискомфорта при чтении экономической литературы на английском языке и в устном общении на экономические темы.

The Present Indefinite Tense

Утвердительная форма	Вопросительная форма	Отрицательная форма
I earn much money	Do I earn much money?	I do not earn much money
He (she) earns much	Does he (she) earn	He (she) does not earn

money	much money?	much money
We earn much money	Do we earn much money?	We do not earn much money
You earn much money	Do you earn much money?	You do not earn much money
They earn much money	Do they earn much money?	They do not earn much money

Употребление в экономической литературе. The Present Indefinite Tense используется для характеристики типичного действия фирмы, потребителя и государства на рынке. Это действие, которое происходит вообще, присуще рынку и экономике, вне зависимости от периода времени. Используется в выводах для предоставления итогового результата исследования (summary).

The Past Indefinite Tense

Утвердительная форма	**Вопросительная форма**	**Отрицательная форма**
I earned much money	Did I earn much money?	I did not earn much money
He (she) earned much money	Did he (she) earn much money?	He (she) did not earn much money
We earned much money	Did we earn much money?	We did not earn much money
You earned much money	Did you earn much money?	You did not earn much money
They earned much money	Did they earn much money?	They did not earn much money

Употребление в экономической литературе. The Past Indefinite Tense используется для описания действия, совершившегося в прошлом. Данное время характеризует повествование с точным указанием момента в прошлом: вчера (*yesterday*), в прошлом месяце (*last month*), в понедельник утром (*Monday morning*), два года назад (*two years ago*). Основная черта – описание часто повторяющегося, обычного действия в прошлом.

The Future Indefinite Tense

Утвердительная	**Вопросительная**	**Отрицательная**

форма	форма	форма
I shall earn much money	Shall I earn much money?	I shall not earn much money
He (she) will earn much money	Will he (she) earn much money?	He (she) will not earn much money
We shall earn much money	Shall we earn much money?	We shall not earn much money
You will earn much money	Will you earn much money?	You will not earn much money
They will earn much money	Will they earn much money?	They will not earn much money

Употребление в экономической литературе. The Future Indefinite Tense употребляется для характеристики действия, которое будет совершено в будущем. Как правило, данное действие носит повторяющийся характер, либо в случае его однократности это действие носит оттенок обыденности, объективности, без какого-либо субъективного желания или намерения повлиять на его результат. The Future Indefinite Tense констатирует факт сам по себе. Кроме того, данная временная конструкция используется в ситуации, когда действие в будущем ставится в зависимость от внешних обстоятельств. Обратите внимание, что при переводе на русский язык часто используется настоящее время.

The Past Continuous Tense

Утвердительная форма	Вопросительная форма	Отрицательная форма
I was earning much money	Was I earning much money?	I was not earning much money
He (she) was earning much money	Was he (she) earning much money?	He (she) was not earning much money
We were earning much money	Were we earning much money?	We were not earning much money
You were earning much money	Were you earning much money?	You were not earning much money
They were earning much money	Were they earning much money?	They were not earning much money

Употребление в экономической литературе. Данная конструкция выражает незаконченное действие в прошлом в процессе его осуществления. Момент времени в прошлом, когда действие все еще совершается, подчеркивается такими выражениями, как: в десять часов утра (*at ten o'clock*), в полдень (*at noon*), в тот момент (*at that moment*), весь день вчера (*all day yesterday*), весь вчерашний вечер (*the whole evening yesterday*), с пяти до восьми утра два дня назад (*from five till eight two days ago*) и т. д. Кроме того, момент времени может быть уточнен другим действием, выражаемым в придаточном или главном предложении. Особенность этого времени – его перевод на русский язык глаголом несовершенного вида. При употреблении Past Continuous Tense автор указывает на действие как на процесс, в отличие от Past Indefinite Tense, которое используется для констатации факта совершения действия.

The Present Perfect Tense

Утвердительная форма	**Вопросительная форма**	**Отрицательная форма**
I have earned much money	Have I earned much money?	I have not earned much money
He (she) has earned much money	Has he (she) earned much money?	He (she) has not earned much money
We have earned much money	Have we earned much money?	We have not earned much money
You have earned much money	Have you earned much money?	You have not earned much money
They have earned much money	Have they earned much money?	They have not earned much money

Употребление в экономической литературе. The Present Perfect Tense употребляется, когда хотят подчеркнуть результат действия, совершенного в недавнем прошлом и завершившегося к настоящему моменту. Время действия и само действие для говорящего не имеет особого значения. Автор акцентирует внимание на результате. Именно результат, эффект действия, связывает событие прошлого с настоящим моментом. The Present Perfect часто используется с неопределенными наречиями: когда-либо (*ever*), никогда (*never*), часто (*often*), уже (*already*), еще (*yet*) и со словами, характеризующими еще не истекшие периоды времени: сегодня (*today*), на этой неделе (*this*

week), в этом месяце (*this month*), в этом году (*this year*), за последнее время (*lately*), только что (*just*).

The Past Perfect Tense

Утвердительная форма	Вопросительная форма	Отрицательная форма
I had earned much money	Had I earned much money?	I had not earned much money
He (she) had earned much money	Had he (she) earned much money?	He (she) had not earned much money
We had earned much money	Had we earned much money?	We had not earned much money
You had earned much money	Had you earned much money?	You had not earned much money
They had earned much money	Had they earned much money?	They had not earned much money

Употребление в экономической литературе. The Past Perfect Tense используется для характеристики действия в прошлом, которое завершилось до какого-то другого события, тоже происходившего в прошлом. Этот другой ключевой момент в прошлом, служащий указанием на необходимость применить конструкцию The Past Perfect Tense, определяется такими обозначениями времени, как: к десяти часам утра (*by 10 o'clock in the morning*), к субботе (*by Saturday*), к 20 января (*by January 20*), к концу года (*by the end of the year*), к тому времени (*by that time*). Кроме того, временная последовательность событий может быть выявлена из контекста, когда читающему или слушающему становится ясно, что данное действие закончилось прежде, чем другое явление произошло.

The Present Perfect Continuous Tense

Утвердительная форма	Вопросительная форма	Отрицательная форма
I have been earning much money	Have I been earning much money?	I have not been earning much money
He (she) has been earning much money	Has he (she) been earning much money?	He (she) has not been earning much money
We have been earning	Have we been earning	We have not been

much money	much money?	earning much money
You have been earning much money	Have you been earning much money?	You have not been earning much money
They have been earning much money	Have they been earning much money?	They have not been earning much money

Употребление в экономической литературе. The Present Perfect Continuous Tense характеризует длительное действие, которое началось в прошлом, незадолго до настоящего момента, и все еще продолжается в настоящем. Эта конструкция используется всегда с указанием периода времени, в течение которого совершалось и совершается действие. Для указания на период времени применяются такие выражения, как: в течение часа (*for an hour*), в течение дня (*for a day*), в течение долгого времени (*for a long time*), с двух часов (*since two o'clock*), с прошлого года (*since last year*) и т. д. Особенно часто это время употребляется с предлогом since. Следует обратить внимание на то, что, как правило, The Present Perfect Continuous Tense переводится на русский язык настоящим временем и лишь в некоторых случаях допустим перевод в прошедшем времени глаголом несовершенного вида. Употребляя это время, говорящий делает акцент на длительности действия, а не на факте совершения действия или сути действия.

Tenses in the Passive Voice

Step 1. ***Translation tips:***

1. The researcher's findings are dealt with in the present article.

В данной статье рассматриваются выводы исследователя.

2. Information from encyclopedia is always relied on in scientific circles.

На информацию из энциклопедии всегда полагаются в научных кругах.

3. The article mentioned above is often referred to by young researchers.

На статью, упомянутую выше, часто ссылаются молодые ученые.

4. This author is much spoken of.

Об этом авторе много говорят.

5. The report was followed by lots of questions.

За докладом последовало множество вопросов.

6. These terms will be insisted upon.

На этих условиях будут настаивать.

Step 2. ***Use the right tense in the Passive Voice in the following sentences.***

1. A new theory (to discuss) already.
2. The experiments (to finish) two weeks ago.
3. This idea (to put) forward in the near future.
4. We expect his findings (not to criticize) at the forthcoming conference.
5. At present a new technique (to develop).
6. Projects (to supervise) by the teacher, but only in a general way; the actual work (to do) by the students themselves.
7. An interesting phenomenon just (to register) by a young scientist.
8. The result of this experiment (to publish) in his latest article.
9. A new discovery (to speak) much about.
10. Lately the problem (to approach) by many researchers.
11. Special attention (to draw) to the latest findings.
12. Apparent errors in the analysis (to deal with) in the report.
13. The article gives examples of different methods which (to use) over the years.
14. In Europe degrees (to harmonise) through the Bologna process, which (to base) on the three-level hierarchy (Bachelor, Master, Doctor).

Step 3. ***Complete the following sentences with the verbs in the Passive Voice.***

1. They wrote a repot in a terrible hurry. The report …
2. The clerk finally found the necessary notes. The notes …
3. We will produce the results of the experiment at the exhibition. The results …
4. They are noting down all information in important lectures. All information …
5. They improved the memo to the committee to make it easier to understand. The memo …
6. They haven't included the mailing address in the letter. The mailing address …
7. We will make our suggestions in writing. Suggestions …
8. The suppliers will make further modifications to the machine. Further modifications …
9. He realized he had achieved better results when he started working harder. Better results …
10. The organizers of the meeting supplied all relevant information in advance. All relevant information …

11. Postgraduates are entering the same job market as undergraduates. The same job market …

12. He has already completed a Master's degree and is currently working towards a PhD. Master's degree …

13. The supervisor guides reading and research of students admitted to work for scientific degree. Students …

14. They have advised me to contact the member of the staff with the appropriate interests to talk about possible projects. I …

Step 4. ***Translate into Russian.***

1. These data are often referred to.

2. A doctoral degree is awarded for the creation of original piece of research.

3. In pre-literate societies, education was achieved orally, and through observation and imitation.

4. Postgraduate level for professional advancement is being developed now.

5. Until recently, the issue of whether there is fair access to postgraduate study has been neglected.

6. New supervision arrangements to supplement the conventional single-supervisor structure have been established.

7. Although both taught and research courses are partly subsidised by government, higher education institutions recover most of the costs of provision via tuition fees.

8. These areas have features which have been closely linked.

9. There is no doubt that in the course of further development of this science the new method will be extensively made use of.

10. This inaccurate method has been done away with.

11. By the end of the term the results of this research will have been discussed.

12. None of the data on this problem were published in the latest journal.

13. The list of abbreviations is referred to in the preamble.

14. The report was commented on at the seminar.

15. Some methods of analysis are dealt with in the paper.

Step 5. ***Translate into English paying special attention to the tense forms of the verbs.***

1. Никакого решения до сих пор не было найдено.

2. О недавнем выступлении этого ученого много говорят в научных кругах.

3. Здесь не затрагивали проблему терминологии.

4. Было предложено обсудить проблему на конференции.

5. В этой главе речь идет об особенности нового научного метода.

6. На какого автора ты будешь ссылаться, чтобы доказать твое понимание проблемы?

7. За лекцией последовал ряд секционных заседаний, на которых рассматривались наиболее дискуссионные вопросы.

8. Новый подход к определению данного явления рассматривался в последнем номере журнала.

9. Происходящие изменения не легко объяснить.

10. Требуется более точный подход к анализу данного явления.

11. Было обнаружено, что полученные результаты противоречат предыдущим.

12. Конференции будет предшествовать пятидневный эксперимент.

13. Новая программа только что была запущена.

14. Их поддержит Координационный Совет с представителем от каждой организации.

15. Тем, кто интересуется условиями вступления в эту организацию, будут даны исчерпывающие ответы.

Types of Questions

Step 1. ***Tips:***

1. Throughout history, many governments have supported research in development of national defence:

a) *General*: Have many governments supported research in development of national defence?

b) *Special*: Who has supported research in development of national defence?

c) *Alternative*: Have many governments supported research in development of national or international defence?

d) *Tag question*: Many governments have supported research in development of national defence, haven't they?

2. Special cases of tag questions:

a) *Nobody* submitted articles for publication, *did they*?

b) *Let's* discuss the last point of your conclusion, *shall we*?

c) *Pass* me the journal, *will/won't you*?

d) *Everybody* is interested in the results of the experiment, *aren't they*?

e) *Nothing* matters now, *does it*?

3. Indirect question:

What does scientific knowledge contain?

Do you know/Could you tell me what scientific knowledge *contains*?

Step 2. ***Put questions to the given sentences:***

1. Professional societies promote interactions between individuals across institutions by organizing meetings and publications. (How …?)
2. Theology was the most prestigious and the most difficult area of study. (What …?)
3. The expansion of Doctoral Training Centres, funded by the Research Councils, has also been a positive step. (General)
4. The supervisor is expected to be involved in cross-disciplinary supervision. (Alternative)
5. In the UK the master's degree was for a long time the only postgraduate degree normally awarded. (Where ..?)
6. Higher education is the key mechanism through which knowledge is generated, preserved and passed on. (What …?)
7. In the Netherlands each PhD candidate has a thesis supervisor/promoter and, in many cases, a co-promoter. (Alternative)
8. Since early 1990s licensing of electronic resources, particularly journals, has been very common. (Since when …?)
9. The applicant has to write down a presentation of his/her research results and an indicative research project. (General)
10. Your research activities should be carried out regularly and efficiently. (How …?)
11. The organization can learn a great deal by applying the methods and analysing the results themselves. (In what way …?)
12. The level and scope of content depends on to whom the report is intended. (What …?)
13. This will help you organize your data and focus your analysis. (Alternative)
14. Scientists often refer to this type of justification as "motivating" the hypothesis. (Who …?)
15. Most experiments will include a control, which is a means of comparing experimental results. (What …?)

Step 3. ***Complete the sentences using appropriate tags.***

1. Keep all commentary for several years after completion in case needed for future reference, …?
2. Everybody knows that research begins with a research proposal which explains how the researcher intends to carry it out, …?
3. Nobody argued that the goal of the research process was to produce new knowledge, …?

4. Let's review the purpose as we described it above, …?

5. In the USA there is a requirement that at least two of the committee professors should come from outside the candidate's doctoral programme, …?

6. Everyone knows that creativity does not occur in a vacuum, …?

7. Motivate your hypothesis by relying on logic or your own observations, …?

8. Let's start by going through each element of the Introduction to clarify what it covers and why it is important, …?

9. Governments, private industry, and other institutions provide financial support for research through grants and research contracts, …?

10. Our scientific knowledge contains a vast array of observations and theories, …?

11. Advances in pure science are not the only criteria for greatness, …?

12. In Poland there is always one official so-called "scientific supervisor" for each doctoral candidate, …?

13. Recent custom and practice has seen an increase in and encouragement of the use of panels for supervision, …?

14. Scientific research relies on the application of scientific methods, …?

15. The discussion highlighted the importance of the international dimension of research in addressing global challenges, …?

Step 4. ***Translate into English.***

1. Какую долю участия в рамках проекта можно ожидать от студентов?

2. Что подразумевается под хорошим научным руководством?

3. Сколько аспирантов может быть у одного научного руководителя?

4. Стали ли новые методы получения данных доступны в других областях?

5. Вы когда-нибудь видели, чтобы она занималась в библиотеке?

6. Чем можно объяснить сложность этой проблемы?

7. Все хотят найти интересную и высокооплачиваемую работу, не так ли?

8. Найдет ли это изобретение применение в будущем?

9. За какой срок до защиты диссертации необходимо опубликовать автореферат?

10. Требования к авторам докторских диссертаций гораздо более суровы, не так ли?

11. Диссертация прошла предварительную защиту или еще нет?

12. Мог ли обсуждаемый эксперимент быть достоверным?

13. Что мешает аспиранту защитить диссертацию в срок?

14. Давайте еще раз обсудим эту главу, ладно?

15. Знаете ли вы, что заставило аспиранта поменять научного руководителя?

Modal Verbs and Their Equivalents

Step 1. ***Translation tips:***

1. He may/might/could be translating the article.

Возможно, он сейчас переводит статью.

2. The supervisor *must* be satisfied with the result.

По всей вероятности (должно быть) научный руководитель доволен результатом.

3. That *can't be* Professor Brown, he is in Italy now.

Не может быть, что это профессор Браун, он сейчас в Италии.

4. Your colleague *is bound* to raise this question if he goes to that conference.

Твой коллега *непременно* поднимет этот вопрос, если поедет на ту конференцию.

5. Postgraduates *must not* use inaccurate data in their research.

Аспирантам *нельзя* использовать неточные данные в своих исследованиях.

6. This article *does not have to* be referred to.

На эту статью не обязательно ссылаться.

7. The participants of the conference *could* come to a certain decision.

Участники конференции *могли* прийти к определенному решению.

The participants of the conference *were able* to come to a certain decision.

Участники конференции *смогли* прийти к определенному решению.

8. The student may/must/can't have read the book.

Возможно,/Должно быть,/Не может быть, что студент прочел эту книгу.

9. The opponent *was to have come*, but he didn't.

Оппонент должен был приехать, но не смог.

10. The students *should have been* more active at the seminars.

Студентам следовало быть более активными на семинарах.

11. He *didn't need to wait* for the director, the application was signed by the secretary.

Ему *не нужно было* ждать директора, заявление подписал секретарь.

12. He *needn't have waited* for the director, the application could be signed by the secretary.

Ему *не нужно было* ждать директора, заявление *мог бы* подписать секретарь.

Step 2. ***Translate into Russian.***

1. The members of the dissertation committee *do not* necessarily *have to be* from the student's own university.
2. In the view of supervisors, their supervision *should be able to contribute* to the advancement of scientific knowledge through creating effective learning/research situations.
3. It is possible that your supervisor *may be unaware* of your concerns.
4. One of the requirements is that your papers *are to adhere to* the form and style of the journal.
5. One *must* also *be able to effectively communicate* his thoughts, ideas and research findings to others in the form of reports, articles, essays, multimedia presentations.
6. Higher education institutions *should be more pro-active* in providing postgraduates with the opportunity to develop the core competencies they need to succeed in a competitive job market.
7. The student *may not have thought* of this way before.
8. The article *should have been subjected* to a thorough review process by experts to determine its reliability and accuracy.
9. Persistence is necessary if creativity in science *is to be recognized* by others.
10. The opponent *might not have understood* what you meant.
11. You'd *better apply* for more than one job.
12. The experiment *ought to have been carried out* before.
13. One *shouldn't immediately ask* an interviewer about job benefits.
14. No member of the association *shall remove* official documents from these premises without written permission.
15. Members of the first scientific society *must have been interested* in science and often made predictions about future developments of science.

Step 3. ***Translate into English.***

1. Решение, возможно, будет объявлено на следующей неделе.
2. По прибытии студентам следует зарегистрироваться в административном здании.
3. Многие университеты могут оставаться достаточно гибкими в своих подходах к исследованиям.
4. Иногда могут потребоваться годы, чтобы большинство ученых приняло новые идеи.

5. Человек может быть экспертом в одной или более областях знаний.

6. Руководителю следовало бы знать пределы своей ответственности за результат.

7. Студенту придется выполнять работу и брать инициативу в свои руки по планированию проекта и его реализации.

8. Возможно, твои коллеги-аспиранты столкнулись с аналогичными трудностями при устройстве на работу.

9. Страна никогда не может стать одним из главных игроков на экономическом поле, пока не улучшит свою инфраструктуру.

10. По всей вероятности аспирант изучил огромное количество источников, прежде чем пришел к такому выводу.

11. Может, важно выявить ошибки в том, как записываются данные.

12. Помните, что вам следует написать серьезную академическую работу, которая должна внести определенный вклад в изучаемую область знаний.

13. Вам следовало чаще обращаться к научному руководителю за советом.

14. Не обязательно было делать три копии статьи.

15. Любой аспирант непременно добьется хороших результатов, если будет усердно работать.

Participle I and Participle Constructions

Step 1. ***Translation tips:***

1. Difficulties *occurring* during the research are inevitable.

Трудности, *возникающие* во время исследования, неизбежны.

2. Here is example *showing* the peculiarities of this process.

Приводится пример, *показывающий* особенности этого процесса.

3. The son *following* his father devoted his life to science.

Сын *вслед за* отцом посвятил свою жизнь науке.

4. *Having written* the article the postgraduate student showed it to his supervisor.

Написав статью, аспирант показал ее научному руководителю.

5. *When carrying out* the experiment the scientist was sure that he was on the right way.

Проводя эксперимент, ученый был уверен, что он на правильном пути.

6. *My supervisor being away*, I had nobody to ask for advice.

Так как мой научный руководитель отсутствовал, мне не к кому было обратиться за советом.

7. *Other conditions being equal*, the purity of the experiment is guaranteed.

При прочих равных условиях чистота эксперимента гарантирована.

8. We continued our experiment, *with several postgraduate students helping* us.

Мы продолжали наш эксперимент, причем несколько аспирантов помогали нам.

9. This question is rather complicated, *belonging as it does* to the field which has not been investigated yet.

Этот вопрос довольно сложный, поскольку он относится к области, которая пока не изучена.

10. *The microscope having been repaired*, the researcher proceeded with his observation.

Исследователь продолжал свои наблюдения после того, как микроскоп починили.

11. They watched *his interest* gradually *increasing*.

Они следили (за тем), как его интерес постепенно возрастал.

12. The results *were found attracting* many scientists.

Оказалось, что результаты привлекают многих ученых.

Step 2. ***Translate into Russian.***

1. They are all private institutions receiving direct grants from central government.

2. An abstract or summary is published together with a research article giving the reader a “preview” of what is to come.

3. It is evident that the notion of an “ideal” supervisor changes depending on the state the student has reached.

4. Seven completely new universities were founded in addition, all of them establishing campuses on the edges of historic towns without industry.

5. When undertaking such a degree students will be trained in research methods and given a high level study of a subject or problem.

6. Other factors being excluded, the prediction seems to come true.

7. Subsequent stages might find the supervisor operating more like a coach building up skills and confidence, and then finally acting more like a colleague and equal.

8. Writing the paper the student realized how difficult it was for him to express his ideas.

9. Having finished his report the student answered numerous questions.

10. Objections to the plan, supposing there are any, should be reported to the committee.

11. Following the discussion, the committee is to study the report and put forward its proposals.

12. Good working relationship should exist between supervisors and students, with the supervisors providing encouragement, personal support and guidance at all stages.

13. When planning to attend a conference, there are steps you can take to make you sure your conference experience is just what you need.

14. A C.V. is often required for those applying to graduate or professional programmes, being employed with international firms, or when promoting oneself within professional or academic fields.

15. Each questionnaire item asked respondents to choose one out of six options, with the two extremes being "very dissatisfied" and "completely satisfied".

16. While taking part in conferences he got acquainted with many researchers.

17. Having looked through a lot of journals and papers the student began to write the report.

Step 3. ***Translate into English.***

1. Трудности, возникающие в процессе исследования, следует тщательно проанализировать.

2. Оставив доклад на столе научного руководителя, Майкл вышел из кабинета.

3. Получив конкретные данные, мы можем приступить к их интерпретации.

4. Проводя опыт, ученый осознал, что не все было предусмотрено.

5. Так как в конференц-зале было много народу, мы не могли найти свободные места.

6. После того, как научный руководитель присоединился к группе, аспиранты продолжили эксперимент.

7. Обращаясь к главной задаче исследования, следует сказать, что она не была полностью решена.

8. Обучаясь в аспирантуре, мы должны помнить о том, что время летит очень быстро и сроки завершения работы близки.

9. Всем аспирантам, ведущим исследования, назначаются научные руководители из числа специалистов соответствующей области знаний.

10. Завершив свой доклад, он принял участие в дискуссии.

11. Так как многие вопросы были тщательно подготовлены, заседание кафедры длилось недолго.

12. Университеты, желающие конкурировать со всемирно признанными вузами, были вынуждены совершенствовать свои учебные программы.

13. Определяя степень успеха исследовательской работы, научному руководителю важно оценить новизну и актуальность полученных результатов.

14. Каждый университет имеет свою организационную структуру, которая обычно включает ряд факультетов, причем каждый представлен несколькими кафедрами.

15. Конференция может приобретать различный статус в зависимости от размаха и проблемного поля.

16. После того как статья была откорректирована, она была сдана в печать.

17. Поскольку документ не был подписан, он не имел законной силы.

18. Так как он долго работал над диссертацией, его тема потеряла свою актуальность.

Participle II and Participle Constructions

Step 1. ***Translation tips:***

1. The result *obtained* was thoroughly analysed.

Полученный результат был тщательно проанализирован.

2. The conclusion at this stage is more valuable than that *made* earlier.

Вывод на этом этапе является более ценным, чем тот, *который был получен* ранее.

3. Let me introduce the latest research *so much spoken about*.

Позвольте мне представить последнее исследование, *о котором так много говорят*.

4. The report *followed by* a great number of questions was very topical.

Доклад, *за которым последовало* множество вопросов, был актуальным.

5. Mr Warner *followed by* his son devoted their lives to science.

Мистер Варнер, *а впоследствии* и его сын посвятили себя науке.

6. *Considered* from this point of view the question is worth discussing.

При рассмотрении с этой точки зрения данный вопрос стоит обсудить.

7. *Stated* in a simple form the aim of the research is as follows.

Если сформулировать просто, цель исследования такова.

8. The article, *published as it was* in a small journal, remained unnoticed for a long time.

Поскольку статья была напечатана в небольшом научном журнале, она оставалась незамеченной в течение долгого времени.

9. I heard *your name mentioned* at the conference.

Я слышал, *что ваше имя упомянули* на конференции.

Step 2. ***Translate into Russian.***

1. Based on learning, the evolution of education is built on the evolution of species.
2. The discussion followed contained some useful ideas.
3. This misunderstanding, taken from an actual case study, shows that good communication is absolutely crucial to productive, successful student-supervisor relations.
4. Usually you explain or defend your thesis with reasons and evidence gained from your own personal experience.
5. There is a great demand for specialists with postgraduate degrees related to a specific field of professional activity such as business or administration.
6. The theory explains certain phenomena not otherwise accounted for.
7. The explanation given is by no means exhaustive.
8. Many part-time students choose to follow a programme of study in collaboration with their employer, and the supervision provided both by the university and the place of work seems to be very effective.
9. The problem appeared solved when parallel discoveries were made.
10. The range of opportunities offered is extensive, from one- year full-time/part-time taught courses to three or more years of independent study for a research doctorate.
11. Rutherford's research work followed by many experiments of other scientists made a great contribution into science.
12. When thoroughly analysed this theory cannot be contradictive.
13. Unless otherwise stated the condition is as follows.
14. Seen in this context, the ranges of applicability and reliability of the method may be assessed.
15. The procedure followed by this investigator was suggested by Mr. Brown.

Step 3. ***Translate into English.***

1. Исследуемая проблема очень важна.
2. Значимость рассматриваемых результатов до сих пор еще не понята.
3. Все зависит от числа студентов, вовлеченных в эту работу.
4. Метод, которого придерживался наш аспирант, был простым.

5. Поскольку заявление не было подписано, его не могли рассмотреть на заседании Совета.

6. Он получил требуемый результат, как указано выше.

7. Статья, на которую ссылаются выше, затрагивает психологический аспект этой проблемы.

8. Исследование, о котором много говорят, не оправдало надежды.

9. Многочисленные вопросы, на которые отвечал докладчик, спровоцировали длительную дискуссию.

10. Работа, выполненная молодым ученым, привлекла к себе внимание специалистов из других областей знаний.

11. Научное руководство рассматривается как форма обучения.

12. Виды деятельности, представленные в этой статье, развивают коммуникативные навыки студентов.

13. Полученные результаты противоречили имеющимся данным.

14. Данные, на которые ссылаются в этой статье, уже были опубликованы.

15. Наше внимание будет сосредоточено на методах, используемых в различных научных исследованиях.

Infinitive and Infinitive Constructions

Step 1. ***Translation tips:***

Functions:

1. To live is to work.

Жить значит работать.

2. This method is not accurate enough to give reliable results.

Этот метод недостаточно точен, чтобы дать надежные результаты.

3. The discussion was prolonged so as to make all disputable points clear.

Дискуссия была продлена с тем, чтобы прояснить все спорные моменты.

4. The difficulty will be to obtain the required data.

Трудность будет заключаться в том, чтобы получить необходимые данные.

5. This theory is about to be proved.

Эта теория вот-вот будет доказана.

6. The problem to be considered next is very important.

Вопрос, который далее следует рассмотреть, очень важен.

7. She was the last to join the group.

Она последней присоединилась к группе.

8. He is always the first to make the report.

Он всегда делает доклад первым.

9. There are many examples to support this theory.

Существует много примеров, которые подтверждают эту теорию.

Constructions:

10. For a graduate to continue his studies, there should be motivation.

Для того, чтобы выпускник вуза продолжал учиться, должна быть мотивация.

11. It is for a supervisor to decide whether the work is ready for discussion.

Именно научный руководитель должен решить, готова ли работа к обсуждению.

12. It is necessary for the results to be systematised.

Необходимо, чтобы результаты были систематизированы.

13. I know *him to complete* this stage of the experiment soon.

Я знаю, что он скоро завершит этот этап эксперимента.

I know *you to work* hard.

Я знаю, что вы усердно работаете.

I know *you to have worked* hard.

Я знаю, что вы усердно работали.

14. This postgraduate *student is known to work hard*.

Известно, что этот аспирант много работает.

Этот аспирант, как известно, много работает.

Об этом аспиранте известно, что он много работает.

15. He *seems to know* this theory well.

По-видимому, он хорошо знает эту теорию.

16. They *are likely to participate* in the conference.

Вероятно, они примут участие в конференции.

17. These pressing problems are *unlikely to be discussed* at the symposium.

Маловероятно, что эти насущные проблемы будут обсуждаться на симпозиуме.

18. His plans *have never been thought to come true*.

Никогда не думали, что его планы осуществятся.

19. There seems to be some confusion of terms in this chapter.

В этой главе, по-видимому, существует путаница в терминах.

Step 2. ***Translate into Russian.***

1. Students often work in teams and with their professors to investigate emerging issues.

2. To acquire this skill you need to read and write a lot.

3. It is such a small error as to be easily neglected.

4. In the 19th century more universities were established to respond to the greatly increased demand for educated people.

5. These university colleges were the last to be granted charters as full universities, with the right to confer degrees on their own account.

6. If you are a PhD student who is dissatisfied with the supervision you should seek as a first priority for this to be resolved.

7. To encourage a broad-ranging discussion, go to tutorials with a list of topics to be proposed.

8. Use advanced search functions on the computer so as to find an appropriate topic.

9. Use is to be made of the data obtained.

10. The discussion of too many details does not seem to be desirable, since it is likely to obscure the fundamentally important points.

11. The question is how closely these data represent the results to be obtained in practice.

12. Master of Philosophy qualification requires you to critically investigate and show a comprehensive understanding of appropriate research methods.

13. He does not appear to know the name of the scientist.

14. Students were expected to show originality in the application of knowledge and problem-solving.

15. These measures appear to be primarily rooted in prestige and competitiveness but there is also the awareness that the impact of research is global.

Step 3. ***Translate into English.***

1. Это простое явление довольно легко объяснить.

2. Помочь аспиранту справиться с учебой в аспирантуре более успешно – основная цель научного руководства.

3. Этот метод был слишком сложен, чтобы распространять его на другие исследования.

4. Особое внимание уделяется подготовке исследователей с целью изучения вопросов промышленного, коммерческого и социального секторов.

5. Цель вот-вот будет достигнута.

6. Научную статью довольно сложно понять без соответствующих знаний.

7. Объяснение оказалось убедительным.

8. Нас обязали сдать экзамены до конца учебного года.

9. Научный метод требует исключить гипотезу, если экспериментальные данные противоречат предположениям.

10. Работодатели ждут, что аспиранты продемонстрируют навыки, которые выходят за рамки традиционно изучаемых дисциплин.

11. Вероятно, они ожидали более убедительных результатов эксперимента.

12. Ожидалось, что результат совпадет с теоретическими предпосылками.

13. Подтвердить выдвинутые исследователями гипотезы, значит получить ответы на поставленные вопросы.

14. Чтобы получить должность профессора, часто приходится переходить в другой университет.

15. Сообщалось, что их совместные усилия не привели к каким-либо определенным результатам.

Gerund and Gerundial Constructions

Step 1. ***Translation tips:***

1. *Reading* scientific articles broadens your knowledge.

Чтение научных статей расширяет твои знания.

2. I don't feel like *discussing* the same idea again and again.

Я не люблю обсуждать одну и ту же идею вновь и вновь.

Я не люблю обсуждение ….

3. He was not capable of *analysing* the obtained results.

Он не был способен проанализировать полученные результаты.

4. *On coming* to this conclusion he was satisfied with the work done.

Придя к этому выводу, он был доволен выполненной работой.

5. Excuse *my interfering* into your discussion.

Извините меня за то, что я вмешиваюсь в вашу дискуссию.

6. Einstein's *having been awarded* the Nobel prize in physics soon became widely known.

То, что Эйнштейна наградили Нобелевской премией, вскоре стало широко известно.

7. He insisted on my *being included* into the group of young researchers involved in joint experiment.

Он настаивал на том, чтобы меня включили в группу молодых ученых, вовлеченных в совместный эксперимент.

8. These points of view are alike in *having a great number of supporters*.

Эти точки зрения сходны тем, что у них есть много сторонников.

9. It's no use *denying* the fact that the problem is on the increase, since the latter assumption is made on the basis of the observed data.

Бесполезно отрицать тот факт, что интерес к проблеме возрастает, поскольку последнее предположение сделано на основе наблюдаемых данных.

10. It is worth *discussing* this phenomenon.

Стоит обсудить это явление.

11. It is no good *arguing* about this issue.

Не стоит спорить по этому вопросу.

12. I can't help *acknowledging* the importance of this statement.

Я не могу не признать важность этого утверждения.

13. Would you mind *showing* the latest data?

Покажите, пожалуйста, последние данные.

14. In spite of *having* some problems, our group succeeded in finishing this part of work.

Несмотря на то, что были некоторые проблемы, нашей группе удалось завершить эту часть работы.

Step 2. ***Translate into Russian.***

1. Maintaining an effective working relationship in a team holds the key to success of research projects.

2. You may feel so proud of having actually produced something worthy of your supervisor's attention.

3. Whilst the UK is currently very successful in attracting international postgraduates maintaining this position will become increasingly challenging, as competitor countries invest heavily in developing and marketing their own postgraduate systems.

4. The period of time involved in completing a PhD is usually at least three years full-time and four years part-time.

5. It is worth doing more for students by taking advantage of research findings on different educational techniques.

6. Undertaking postgraduate study develops research skills and independent thinking.

7. There is no use arguing about this approach.

8. Start by writing a summary that includes whatever you think is important, and then gradually cut it down to the required size by removing unnecessary words.

9. You can't use other people's work or words without acknowledging the source of information to avoid plagiarism.

10. Mr. Brown's having been appointed head of the Department was quite unexpected.

11. To a large extent the skilled analyst's productivity may be attributed to his having acquired, through many repetitions, the necessary technique.

12. Success in obtaining grants for research projects depends on the scientific merit of the proposal.

13. Asking direct but positively constructed questions is worth doing.

14. In spite of having quite a lot of difficulties, he managed to complete his scientific work on time.

15. The book aims at acquainting the readers with modern achievements in psychology.

Step 3. ***Translate into English.***

1. Аспиранту было трудно убедить своего научного руководителя в достоверности полученного результата.

2. Я думаю об использовании другого подхода.

3. Мне кажется, что эта гипотеза не стоит того, чтобы ее упоминали.

4. Вопросы, заданные оппонентом, нацелены на более полное понимание эксперимента.

5. Извините меня за то, что опоздал на собеседование.

6. Он не мог не принять участия в предстоящей международной конференции.

7. Есть еще одна точка зрения, которую стоит упомянуть.

8. Вы не будете возражать, если я задам вам несколько вопросов?

9. Я не могу не сожалеть о том, что не закончил учебу в аспирантуре.

10. При решении проблем необходимо делать различие между фактом и гипотезой.

11. Бесполезно делать правки в вашей статье, их слишком много.

12. Несмотря на то, что у него не было разрешения, он продолжал пользоваться оборудованием.

13. Они возражали против того, чтобы данные были опубликованы прежде, чем завершатся все эксперименты.

14. При проведении наблюдений необходимо быть очень точным, чтобы избежать ошибки.

15. За последнее время человеку удалось добиться контроля над многими процессами в природе.

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для реализации содержания образовательных программ высшего образования II ступени и переподготовки руководящих работников и специалистов

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